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CULTURAL ENVIRONMENTAL ACHIEVEMENT PROJECT, A SUMMARIZATION AND EVALUATION OF AN EXPERIMENTAL PRE-SCHOOL PROGRAM

Bethlehem Area Schools, Pa; Kutztown State Coll., Pa; Pennsylvania State Dept. of Public Instruction, Harrisburg.

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Identifiers- Bethlehem Pennsylvania, Cultural Environmental Achievement Project

A 4-week preschool enrichment program was conducted in the Bethlehem, Pennsylvania area during the summer of 1964 to counteract the educational deficiencies of the culturally disadvantaged. Four- and five-year-old Negro, Puerto Rican, and Caucasian children attended six classrooms staffed by three master teachers and 22 student teachers. About 115 children participated. The program schedule was of a typical nursery school or kindergarten pattern. Weekly meetings of the parents of the pupils were held in order to improve their understanding of the objectives of the program and to increase their sense of responsibility in preparing their children for the school experience. The pupils were tested at the beginning and end of the program. This data showed the existence of encouraging improvement in terms of the pupils' readiness to enter kindergarten. Not only did it appear that the program enriched the educational skills of the pupils, but it provided a significant student-teaching experience for the 22 college students. This document consists primarily of (1) a detailed account of the substance of the preschool program, (2) selected student profiles as recorded by the student-teachers, and (3) day-to-day reports of classroom experiences by three of the student teachers. (WD)

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CULTURAL ENVIRONMENTAL

ACHIEVEMENT PROJECT

A Summarization and Evaluation of an
Experimental Pre-School Program

U. S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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CULTURAL ENVIRONMENTAL

ACHIEVEMENT PROJECT

A Summarization and Evaluation of an
Experimental Pre-School Program

PREPARED BY THE KUTZTOWN STATE COLLEGE
STUDENT TEACHER PARTICIPANTS

A Project Developed Through the Cooperation
of Kutztown State College, the Bethlehem
School District, and the Pennsylvania Department
of Public Instruction.

July, 1964

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PS 000723

CONTENTS

I. INTRODUCTION

II. THE PROGRAM

1. CURRICULUM PRINCIPLES
2. DAILY SCHEDULE
3. TYPICAL DAY OF ACTIVITIES
4. FIELD TRIPS
5. MATERIALS
6. CONCEPTS DEVELOPED
7. SCHEDULE OF PARENTS MEETINGS
8. BIBLIOGRAPHY
 - a. Records
 - b. Filmstrips
 - c. Songs
 - d. Finger Plays
 - e. Reference Materials

III. THE CHILDREN

1. SUGGESTIONS FOR OBSERVING AND RECORDING CHILDRENS' ACTIVITIES
2. THE ANECDOTAL RECORD
3. SELECTED ANECDOTAL RECORDS

IV. THE STUDENT TEACHER

SELECTED REPORTS

V. EVALUATION

1. BETHLEHEM SCHOOL DISTRICT REPORT
2. STUDENT TEACHER EVALUATION
3. NEWSPAPER ACCOUNTS

VI. APPENDIX

1. HOME INFORMATION INTERVIEW FORM
2. STUDENT TEACHER EVALUATION FORMS
3. PARENT'S MEETING ANNOUNCEMENT
4. FIELD TRIP APPROVAL

BOND

I. INTRODUCTION

Coordinators

Dr. Josef G. Gutekunst, Assistant Dean of Academic Affairs, Kutztown State College

Dr. Rebecca Stewart, Director of Elementary Education, Bethlehem School District

Miss Anna May Todd, Director of Special Services, Bethlehem School District

Dr. Raymond Stine of the Department of Public Instruction

Child Study Center: Ellen Goodman, Fred Peifley, and John D. Trout

Speakers at Parents' Meeting

Mrs. Jean Kostenbader, Visiting Nurse Association

Mrs. Lillian Weddigen, " " "

Mrs. Ruth Weddigen, " " "

Mrs. Helen B. Ruch, Guidance Clinic

Mrs. Irene Cosgrove, Northampton County Children's Aid Society

Interpreters for these meetings: Mrs. Edward Leach and Miss Rita Diaz

Twenty-eight Junior League volunteers under the direction of Mrs. John A. Hampsey

PRE-SCHOOL ENVIRONMENTAL ENRICHMENT PROGRAM

Student Teacher Assignments

Marvine School - 43 pupils

Miss Lucille Schrantz, Master Teacher

1. Miss Karen Louise Bartmen
2. Miss Helen Louise Bedecs
3. Miss Barbara May Epp
4. Miss Nancy I Gerhart
5. Miss Mary Patricia Gregory
6. Miss Adele Ruth Kreitz
7. Miss Elizabeth Jane Mihalik
8. Miss Linda R. Spengler

Packer School - 16 pupils

Miss Mary McCreedy, Master Teacher

1. Mr. Elmo L. Frey, Jr.
2. Mrs. Nancy Jean Lounsbury
3. Miss Joann Patricia Mahoney

Rosemont School - 18 pupils

Miss Mary McCreedy, Master Teacher

1. Mrs. Virginia S. Katchur
2. Miss Suzanne J. Remaly
3. Mr. James Albert Schmoyer
4. Miss Mary Jane Bittner

Washington School - 39 pupils

Mrs. Vernamae Keifer, Master Teacher

1. Miss Joyce Audrey Becker
2. Miss Patricia Alicia Blaschak
3. Miss Lenore Elaine Carlier
4. Miss Karen Kathryn Kratzel
5. Miss Dianne Kay Munsch
6. Miss Miriam Patricia Rau
7. Miss Judith A. Weidner

Dr. Raymond Stine of the Department of Public Instruction visited Kutztown State College in April to introduce the Pre-school Enrichment Program. Later a selection was made from volunteer elementary education students who were between their junior and senior years at college and hadn't participated in student teaching. This group of students met in late June with the student teacher coordinator, Dr. Josef Gutekunst in preparation for the program. Assisting in this week of orientation were Dr. Rebecca Stewart and Miss Anna May Todd from the Bethlehem School District. Later in the week the three master teachers, Mrs. Vernamae Keifer, Miss Mary McCreedy, and Miss Lucille Schrantz, met with the twenty-two student teachers to begin planning the daily schedules and preparing the classrooms.

The daily schedules were planned to include activities typical of those in a nursery school situation: work with clay, finger paint, crayons, and construction paper; games, songs, rhythm activities, and story telling. There were field trips to a park, a farm, and an airport, which served as cores around which the activities for each week revolved.

To promote positive school-home relationships weekly parents' meetings were held and directed by the three master teachers. These meetings were held to inform the parents concerning the purposes of the pre-kindergarten program, the health and behavior of children, and the future school life of the children.

Speakers at these meetings include Mrs. Jean Kostenbader, Mrs. Lillian Weddigen, and Mrs. Ruth Weddigen, Visiting Nurse Association; Mrs. Helen B. Ruch,

Guidance Clinic; and Mrs. Irene Cosgrove, Northampton County Children's Aid Society. Mrs. Edward Leach and Miss Rita Diaz served as interpreters on several occasions.

The children were selected from those who had been registered for kindergarten for the Fall on the basis of their probable difficulties in school because of a lack of familiarity with environment and cultural skills which many of their future schoolmates have. As another part of screening, the children were administered the Stanford Binet Intelligence Test, the copying of designs test, and the Goodenough's Drawing of a Man Test.

The objectives of this Pre-school Enrichment Program were: to provide experiences that would help the children toward a more successful adjustment to school; to stimulate and encourage in the home a more positive attitude toward school and learning; and to provide pre-service education students with a field experience that may encourage them to teach culturally deprived children.

The classroom activities were directed by three master teachers from the Bethlehem School District with twenty-two students between their junior and senior years at Kutztown State College serving as student teachers. The actual teaching was done by the student teachers, who met once a week to discuss topics such as discipline, concept building, and daily problems, under the direction of the coordinators and the master teachers.

There were four schools in the Bethlehem School District chosen for this project. The Marvine, Washington, and Rosemont Schools were selected because of their locations near low-cost housing developments, while Packer is located in the city's oldest area which is under-going re-development. Marvine and Washington utilized two classrooms while Packer and Rosemont each had

one room in use. There was one master teacher for every two classrooms, with approximately twenty children in each room. Three or four student teachers responsible for five or six children. The student teachers kept anecdotal records of the children in their group and these records will be used by the Bethlehem School District when these children enter school. There are some of the records incorporated within this record. The student teachers also kept a teacher's diary in which they included teaching experiences, failures, and achievements.

Assisting in the program were twenty-eight Junior League volunteers under the direction of Mrs. John A. Hampsey. At the beginning of the program they interviewed the parents of the children selected and requested them to fill out a questionnaire. This form is included within the report. The volunteers also provided art and teaching materials in addition to those freely made available by the Bethlehem School District. The Junior League donated the milk and crackers for the snack for the children each day. Another service they rendered was the arranging of the parents' meetings.

During the fourth week of classroom instruction, the children were given the copying of designs test and the Goodenough's Drawing of a Man Test. These tests showed that two-thirds of the children had made positive gains.

The student teachers were also evaluated by the master teachers and by Dr. Gutekunst on the basis of professional attitudes and teaching ability. An example of the evaluation form used by the master teachers is included in this report.

The Bethlehem School officials will follow the children from this program through their next few school years to determine gains resulted from this program.

The following materials were compiled by the college students participating in the Cultural Environmental Enrichment Project conducted in the Bethlehem School District. The compilation is intended as a point of reference for further use in teaching the under-privileged children.

The children's names are not included, so as to support anonymity.

II. THE PROGRAM

1. CURRICULUM PRINCIPLES
2. DAILY SCHEDULE
3. TYPICAL DAY OF ACTIVITIES
4. FIELD TRIPS
5. MATERIALS
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Commonwealth of Pennsylvania
KUTZTOWN STATE COLLEGE

CURRICULUM PRINCIPLES FOR THE PRE-SCHOOL PROGRAM*

1. A good program provides many opportunities for social adjustment. Most young children are individualists, and one of their most important developmental tasks is to learn to play and work with other boys and girls. They must learn through experience to share toys and equipment, to take turns, and to plan and act with individuals and groups.

2. A good program develops from the immediate environment of the children. They are interested in all that goes on about them. Their immediate environment points up and emphasizes such interest.

3. A good program allows plenty of time and adequate opportunities for children to express themselves freely through many media. Young children like to work with things, to get their hands into water, to paint with their fingers or with brushes, to pound nails into wood, to "dress up" in the clothes of adults, to work with clay, and to build with blocks.

4. A good program allows a child to use his whole body and to develop wholesome attitudes toward it. The nursery-kindergarten is a place for children to use their voices in talking, and singing. It is a place for laughter and dramatizing. It is a good place to dance, to engage in rhythms, and to sing. The school day should help establish also the rhythm of bodily functions in the taking in of food, in resting, sleeping, eliminating, and in the establishing of acceptable health habits.

5. A good program utilizes the experiences of children, especially in a readiness program which meets their needs as four and five year olds and at the same time builds firmly for later experiences. However, the good program does not ignore so-called formal subject matter. On the contrary, it provides experiences which build foundations for these fields. Such experiences include listening to stories, looking at illustrations in books, making up stories, telling experiences in a sequence, dramatizing stories or experiences, and reporting on trips. The teacher is alert for experiences to assist children in acquiring an understanding of mathematical concepts as in measuring materials for cookies, discussing time as measured by days, months, and the seasons, and in counting chairs, books and pencils. Other activities help to develop understandings related to science, social studies, health, and other areas.

6. A good program considers the interests and needs of parents as well as children. When the program is planned, the teacher should take into account that different families have special needs. Moreover, since young children are so closely identified with their parents, the teacher should make every effort to discuss policies and plans with them. Provision should be made in the teacher's professional lead for parents' meetings, conferences with parents, and for frequent home visits. Both the program and the school day should provide time for the work of teachers with parents.¹

1. Adapted from A Guide for Organizing and Developing a Kindergarten Program in Florida, Bulletin 53A (rev.), Florida State Department of Education, Tallahassee (Jan., 1955) 31-33.

THE PROGRAM

The four week program was planned to include activities to help each child grow mentally, socially, physically, and emotionally. Many concepts were introduced to the children as well as teaching them classroom discipline. The program tried to keep a balance between active and quiet, group and individual activities. The following portion of the booklet will include the daily schedule and what its aims were, a typical day of activities, concepts developed and how they were developed, and a bibliography of the materials used. This information is made up from the records of the four schools involved.

Daily Schedule

- 8:45 a.m. — Greet Children ——— The children were to learn to shake hands and say Good Morning Miss _____. Also at this time the teacher inspected the child in an unobtrusive fashion for cuts, rashes, or excessive uncleanness.
- 8:45 a.m. - 9:15 — Free Play ——— The basic concern in this period was two fold. First to introduce them to new toys and acquaint them with the proper usage and care of them. Second, to teach the children to play with other children.
- 9:15 a.m. - 9:45 a.m. — Art ——— The children learned to cut, paste, finger paint, color, paint, and work with various materials to make such things as wagons and airplanes in three dimension.
- 9:45 a.m. - 10:00 a.m. — Good Morning Time ——— The period began with the Pledge of Allegiance followed by calendar work and discussion on the weather. It was done to acquaint them with the flag and pledge, days of the week and months of the year, and also to make them aware of the weather outside. This was followed by ten minutes of singing. The songs were usually part of the week's theme.
- 10:00 a.m. - 10:45 a.m. — Lavatory Rest, and Snack—— Cleanliness habits were taught. How to relax and how to eat properly were also taught. While snack time was in session each teacher worked with her own group of children by discussing new things in the room, things done at home, and anything that came up in the conversation.

- 10:45 a.m. - 11:00 a.m. Language ——— In this time spot color recognition, counting, and grouping by numbers was taught. There was also a short time for rhythm, either marching etc. or playing instruments.
- 11:00 a.m. - 11:15 a.m. - Science (Concept Development)- Concepts concerning health, animals, safety, planting, transportation, and the family were covered.
- 11:15 a.m. - 11:35 a.m. - Outdoor Play- The games in this portion were those of the organized sort involving everyone to develop good social habits.
- 11:35 a.m. - 11:55 a.m. - Story and Finger Plays ——— Stories in connection with the theme of the week or day were read to broaden the concepts learned. In the remaining time fingerplays were used.
- 11:55 a.m. - Preparation for Dismissal- All of the children's materials for the day were given to them.
- 12:00 Noon - Dismissal ————— The children were to sit on the rug until their names were called by the teacher announcing that their parents were there.

TYPICAL DAY OF ACTIVITIES

The typical school day began at 8:45 A.M. and ended at 12:00 noon. The day afforded the child many opportunities to develop himself mentally, physically, and socially. Each day was based on a specific theme. There were several teachers in each classroom and each teacher was responsible for one portion of the day's activities.

The following schedule is an example of a typical day. The theme for the day was the farm. It was a rainy day and the schedule had to be altered accordingly. This day was in preparation for a field trip to the farm the following day.

- | | |
|-------|---|
| 8:45 | Greeting and inspection of the children. |
| 9:00 | Work time with materials or art time: fingerpaintings of what the children expect to see at the farm. |
| 9:30 | Good morning time:
Morning reading
Silent prayer
Pledge of Allegiance
Good Morning Song
Weather chart
Calendar
The Farmer in the Dell
Old MacDonald Had A Farm
Mary Had a Little Lamb
In a Bus We Come
Now It's Time to Rest |
| 10:00 | Rest and snack: Children and teachers discuss what will be seen on the farm; Carol, Denise, and Tony will be responsible for distributing the crackers, napkins, and straws. |

10:30 Free conversation or share and tell time:
The Three Bears filmstrip

11:00 Concept building: Flannel board pictures of animals and their babies will be used. The children will match the babies to the parents. The names of the animals will also be discussed. After the children have learned the names, we will discuss the products that the farmer gets from the animals.

11:10 Outdoor play: free play (indoor play because of the rain). Some directed activity - Bluebird, Mulberry Bush, Little Sally Water

11:40 Story time:
My Friend the Cow by Lois Lenski
Visiting the Farm filmstrip

11:55 Preparation for dismissal: The children are responsible for cleaning up the room before leaving.

12:00 Dismissal

Field Trips

I. Rules established for field trips.

A. Before departure.

1. Fasten name tags onto clothing.
2. Use the lavatory.
3. Line up with partners.
4. Walk to the bus in orderly manner.
5. Enter the bus and find seats without pushing or crowding.

B. On the bus.

1. Remain seated.
2. Keep arms and heads inside the bus.
3. Keep voices low. (We did sing).

C. At the point of destination.

1. Stay with the teacher and the group.
2. Respect the property and rights of others.

II. Report on the field trips.

A. Introduction to the trip.

1. Motivation.

a. Pictures.

b. Filmstrips.

c. Bulletin boards.

d. Stories.

e. Games

f. Songs.

2. Comprehension of the purpose of the trip.

a. Why we want to go.

b. How what we are going to see affects us.

b. Problems.

- (1). Overcoming a fear of some of the animals.
- (2). Keeping the children from feeding animals with anything they found.
- (3). Coping with a traffic problem.
- (4). Getting the children to respect special requests of the owners.

3. The airport (Allentown-Bethlehem-Easton).

a. Successes.

- (1). Good behavior despite a long wait.
- (2). Excellent experience of getting inside of a plane and playing pilot.

b. Problems.

- (1). Impossibility of seeing any large passenger planes. (This resulted in the misconception that all planes are small and carry only several persons.)
- (2). Presence of a safety problem near the tower.
- (3). Failure of one of the groups to get on a plane.

C. Follow-up and evaluation of the trips.

1. General discussion.

- a. What we saw.
- b. What we liked best.
- c. What questions still need to be answered.

2. Related activities.

- a. Dramatization.
- b. Singing.
- c. Art work.
- d. Story - telling.

MATERIALS

The following materials and equipment were provided for use during the school day:

DOLL CORNER

stove
cabinet
table and chairs
ironing board
iron
dishes
pots and pans
telephones
dolls
dolls clothing
carriage

BLOCK BUILDING AREA

blocks
trains
trucks

SAND TABLE

WATER PLAY AREA

toy boats
plastic fish

GAMES AND TOYS

puzzles
peg pounders
peg boards
beads
shoe lacer

SCIENCE CORNER

shells
goldfish
turtle
rabbit
hamster
plants
flowers

LIBRARY CORNER

picture books
story books

MUSIC INSTRUMENTS

rhythm sticks
jingle bells
jingle sticks
tamborine
cymbals
drums
triangles

ART MATERIALS

Paper
construction
manila
oaktag
finger paint
newsprint
Paints
temperas
finger paint
water colors
crayons
scissors
clay
paste
easel
brushes

OUT-DOOR MATERIALS

balls
ropes
wagon
see saw
tricycle
rockers
scooter
steps

TEACHING MATERIALS

flag
calendar
weather chart
helper's chart
flannel board
projector

CONCEPTS DEVELOPED

I. Social Living

- A. Show and Tell - During this period the children bring things they like from home. They show it to the class and say something about it. This gives the children a good opportunity for developing conversation skills.

B. Games

1. Farmer in the Dell
2. Little Sallie Water
3. Ring-a-Round A Rosie
4. Simon Says
5. Dodge Ball
6. Here We Go Round the Mulberry Bush

Children form a circle and go to the right, while singing

- a. "Here we go round the mulberry bush, mulberry bush, the mulberry Bush. Here we go round the mulberry bush early every morning."
- b. "This is the way we wash our clothes, wash our clothes, wash Our clothes. This is the way we wash our clothes every Monday Morning."
- c. Tuesday we iron our clothes
- d. Wednesday we mend our clothes
- e. Thursday we go to town
- f. Friday we clean the house
- g. Saturday we make our cakes
- h.. Sunday we go to church

While the children sing the verses (a) to (h) they stand still and do the appropriate motions.

7. Hokie Pokie

This is also a circle game, but children just do the motions as they sing:

- a. We put our right hand in
We put our right hand out
We put our right hand in
And shake it all about.
Now we all do the Hokie - Pokie
And turn ourselves about.

Follow this same procedure with

- b. left hand
- c. right foot
- d. left foot
- e. right elbow
- f. left elbow
- g. head
- h. back side
- i. then whole self
8. Squirrel in a Tree
9. Loobie, Loo
10. Did You Ever See a Lassie
11. Go In and Out the Window
12. London Bridge

C. Small group conversation - Teacher and children talk about:

1. bulletin boards
2. families
3. anything children are interested in
4. anything interesting the child saw or did

II. Working together

A. Dramatization

1. The Three Bears
2. The Three Pigs

B. Construction

1. Gingerbread man
2. Airplanes
3. Paper hats

III. Health

A. Cleanliness

1. Film strip
2. Game - Put Tooth Brush In Mouth
Children are blindfolded and given a big tooth brush. The object of the game is to put the tooth brush in a paper mouth.
3. Dirty doll - A dirty doll was brought to school by the teacher. The children clean up the doll so it could remain in school.
4. Dramatization - Getting up in the morning and preparing for school.

B. Nutrition

1. Pictures of three good meals
2. Food made out of play dough
 - a. Cook
2 cups of salt
2/3 cup water
 - b. Mix
1 cup cornstarch
1/2 cup water
 - c. Mix all together
Heat
Cool
Knead
Add food coloring as needed.
Keep in a plastic bag until needed.

C. The body

1. Parts of the body
 - a. Song -- Hands, Shoulders, Knees, and Toes
2. The five senses
 - a. Sight
 - (1) Things to see
 - (a) fruit
 - (b) flowers
 - (c) many other things
 - b. Smell
 - (1) Things to see
 - (a) alcohol
 - (b) lemon juice
 - (c) perfume
 - (d) vinegar
 - (e) ammonia
 - (f) other things

- c. Taste
 - (1) Sweet things
 - (a) sugar
 - (b) honey
 - (c) marshmallow
 - (d) other things
 - (2) Sour things
 - (a) vinegar
 - (b) lemon juice
 - (c) other things
- d. Touch
 - (1) Things to touch
 - (a) fur
 - (b) sand
 - (c) brushes
 - (d) sandpaper
 - (e) other things
- e. Hearing
 - (1) Nice music
 - (a) bells
 - (b) records
 - (c) other music
 - (2) Noises
 - (a) hitting sticks
 - (b) other sounds

IV. Animals, Insects, Birds, and Fish

- A. Things brought into class alive
 - 1. Bees
 - a. Explaining living habits
 - 2. Chickens
 - a. Story of the chicken
 - b. Talking about it
 - 3. Hamster
 - a. Explaining living habits
 - 4. Dog
 - a. Explaining living habits
 - 5. Fish, Turtles
 - a. Talk about living habits
 - 6. Tadpoles
 - a. Explain life cycle
 - 7. Parakeets
 - a. Explain living habits
- B. Discussion of animals not brought into class
 - 1. Farm animals
 - a. Flannel board
 - (1) Match babies with parents
 - b. Stories read
 - c. Pictures

V. Safety

- A. Lesson on obstacles
 - 1. Use obstacles to demonstrate results
- B. Crossing the street
 - 1. Flannel board story

VI. The Family

- A. Puppets
 - 1. Take parts as members of the family.
- B. The Flagg Family
 - 1. Flexible small dolls
 - 2. Explain members of the family
- C. Finger play
 - 1. The family

VII. Counting

- A. Flower lesson - Flowers were made from construction paper and the bottoms of egg cartons. The flowers were placed in the egg carton (the flower garden). The children took the flowers out of the garden and counted as they did. They put them back in the same manner. The teacher also put the flowers in the garden and asked the children how many were there.
- B. Apples - Flannel board apples and wax apples were used to have the children count.
- C. Train picture - There was a large piece of paper with pictures of a train on it. Each train had more cars.
- D. Pictures - Pictures were used to signify numbers, e.g. one car was used for the number one, two trains for the number two, three buses for the number three, and so on. The children were to put them in the correct order.
- E. Taking turns - In taking turns on such things as the see saw, the children had to count to ten and then they knew it was someone else's turn.
- F. The calendar - Each day the children placed the number of that day on the calendar. At this time numbers would be discussed. Such questions as What number is today? What number was yesterday? and What number is tomorrow? were used.

VIII. Colors

- A. Lollipops
 - 1. Made with sticks with construction paper of different colors attached to the sticks.
 - 2. Children were able to hold one if they could name the correct color.
- B. Fruit
 - 1. Plastic fruit was used.
 - 2. The fruit was passed around after the color of each piece was given.
- C. Fish Pond
 - 1. A fishing pole was made with a magnet at the end of the string.
 - 2. Fish were cut from construction paper of different colors and a paper clip was put on each one.
 - 3. The fish were put in an empty aquarium and the children then fished for a certain color.
- D. Color of clothes the children were wearing

IX. Rhythm

A. Fundamental Movements

1. Skipping
2. Hopping
3. Jumping
4. Running
5. Walking
6. Swaying
7. Marching
8. Galloping

B. Imaginary Play

1. Airplanes
2. Ducks
3. Trains

C. Rhythm Bands

X. Shapes

A. Round

1. Wheels
2. Clock

B. Square

C. Triangle

D. Diamond

E. Size - Talked about the size of the different shapes.

As aides in explaining these shapes we used flannel boards, books, and other items in the room.

XI. Plants

A. Filastrip

B. Planted seeds

C. Watered seeds

D. Watched them grow.

E. Four plants already grown were also used. One was put in the refrigerator, one under a box, one was not watered, and the fourth one was set in the room and given proper care. This demonstrated that plants need the correct temperature, light, and water in order to grow.

XII. Transportation

A. Imaginary trip to the jungle

B. Filmstrips

XIII. Water

- A. How to use it
- B. What we use it for
- C. Floating - objects of different weight were used.

XIV. Nursery Rhymes

- A. Dramatizations
- B. Flannel boards
- C. Records
- D. Songs
- E. Puzzles

A LESSON IN THE HONEY BEE

I. Concepts

- A. Animal concept continuance started first week of the program
- B. Where the bees live
- C. How the bee works
- D. The social life of the bees
- E. Where the bee gets its food
- F. The kind of bees

II. Materials

- A. Bee - Show case
- B. Wax for frames
- C. A frame
- D. Comb of honey
- E. Honey Bear
- F. Bee's wax
- G. Jar of honey
- H. Graham crackers
- I. Spoons
- J. Pictures of bees (1) at work (2) play (3) in the hive (4) enlargements of parts of the bee

III. Method

- A. Show the "Bee Show Case"
 - 1. Tell of the three different kinds of bees in the case
 - a. Boy - Drone
 - b. Girl - Worker
 - c. Special kind of girl bee - Queen
 - 2. What the bees produce or do
 - a. Honey
 - b. Wax
 - c. Care of young
 - 3. Show queen bee
 - a. Boss of hive
 - b. Only one queen in a hive
 - 4. Duties of bees
 - a. Queen - Mother of all bees
 - b. Worker - Collect pollen for bee-bread
 - c. Guards - Act as soldiers
 - d. Drones - No work
- B. Show a hive
 - 1. Name
 - 2. Parts
 - a. Roof and inner cover
 - b. Where honey is stored (supper)
 - c. Queen-excluder and what used for
 - d. Brood chamber - what they live in
 - e. Bottom board

C. Sample of honey at lunch time

1. Comb honey - a little block for each child
2. Honey on a cracker

D. Read the story of "The Big Brown Bear"

1. He liked honey
2. What the bees did to him
3. What the bears thought of the honey

IV. Results of lesson

A. Children

1. Enjoyed learning about the bees.
2. Had a new food experience tasting
 - a. Comb honey
 - b. Liquid honey
3. Wanted to dramatize story of "The Big Brown Bear"
4. Asked to have the "Show Case" remain at school

B. Teachers

1. Thought the lesson on bees interesting
2. Liked the taste of fresh honey
3. Asked me many questions after the days lesson was over

BETHLEHEM AREA SCHOOLS
Bethlehem, Pennsylvania

PRE-KINDERGARTEN PROGRAM
JUNE-JULY, 1964

SCHEDULE OF PARENTS' MEETINGS

Rosemont and Marvine

- July 2 - The Summer Program
(Master Teacher)
- July 9 - Your Child's Health
- July 16 - Understanding Your Child
- July 23 - Looking Ahead to September
(School personnel)

Packer and Washington

- June 30 - The Summer Program
(Master Teacher)
- July 7 - Your Child's Health
- July 14 - Understanding Your Child
- July 21 - Looking Ahead to September
(School personnel)

Suggested Time: 9:15 to 10:00 a.m.

(This is flexible. Weekly flyers will be used to invite parents.)

Bibliography

Suggested Records

Folkcraft: (1197)

Little Sally Water
Ten Little Indians
I See You

Folkcraft: (1186)

Five Little Chickadees
Here We Go Lobbie Lou

Folkcraft: (1199)

Ring Around the Rosie

Folkcraft: (1180)

Sing a Song of Sixpence
Bluebird

The Sleepy Family - Young People's Records (611)

The Birthday Record - Allegro (307)

Marching Songs - Caravan (C-21)

Nursery Songs - Columbia Records Vol. 1 - Set J-26

The Musical Mother Goose - Children's Record Guild (1021)

Gingerbread Boy - Adventure Records

Sunday in the Park - Children's Record Guild (1010)

Childhood Rhythms - Series 1 (Ruth Evans)

Suggested Filmstrips

Three Little Pigs

Three Bears

Wheels

A Year on the Farm

Going Shopping

Father Works for the Family

My Father is a Bus Driver

The Policeman

Feeding the Animals

Milking

Animal Babies

Farm Animals

Bird and Animals Babies

Your Body and You

Plants We Know

Visiting the Farm

Airplanes

Safety on the Streets

Little Toot

Suggested Songs

Music for Young Americans - Kindergarten Level

Together
Knock at the Door
Where Is Thumbkin?
Wait for the Wagon
Cows in the Pasture

The Kindergarten Book - Ginn and Co.

Mary Had a Little Lamb
Hey, Diddle, Diddle
I'm a Traffic Cop
Good Morning

Singing Games for Children - Willis Music Co.

Soldier Boy
Yankee Doodle
Farmer in the Dell
Here We Go Round the Mulberry Bush
Go In and Out the Window

Other songs were taken from various sources and include:

Old McDonald Had a Farm
Spring is Here
Mollies and Guppies
In a Bus We Come
Hickory, Dickory Dock
Will You Come and Play
Tugboat
The Little Seed
I Am an Airplane
Six White Ducks
Little Robin Redbreast
I'm a Little Teapot
Twinkle, Twinkle Little Star
Postman
When the Train Comes Around
Three Blind Mice
Who Will Ride the Bus with Me
Now It's Time to Rest
Did You Ever Go A'Fishin'
I'm a Little Flower
If You're Happy and You Know It

Finger Plays

Eensie, Weensie Spider

The eensie, weensie spider went up the water spout,
Down came the rain and washed the spider out,
Out came the sun and dried up all the rain
And the eensie, weensie spider went up the spout again.

Pop, Pop, Popcorn

Pop, pop, pop, pour the corn into the pot,
Pop, pop, pop, shake and shake until it's hot.
Pop, pop, pop, lift the lid, what have you got?
Pop, pop, pop, pop, popcorn!

Five Little Cookies

Five little cookies in the bakery shop,
All dressed up with sugar on top,
Along came a boy with a penny to pay
Took a cookie and he ran away.

Four little cookies

Where Is Thumbkin

Where is thumbkin, where is thumbkin
Here I am, here I am,
How are you today sir? Very well I thank you.
Run away. Run away.

Two Little Birds

Two little birds sitting on a hill,
One named Jack and the other named Jill.
Fly away Jack, fly away Jill.
Come back Jack and come back Jill.

Others that were used included:

Here Is the Church
Hickory, Dickory Dock
Let's Go on a Bear Hunt
Here Is Mother's Table
The Fourth of July
Ten Little Indians
Two Little Apples
I'd Like to be an Airplane
Three Little Pigeons

Commonwealth of Pennsylvania
KUTZTOWN STATE COLLEGE

PRE-SCHOOL ENVIRONMENTAL ENRICHMENT PROGRAM

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III. THE CHILDREN

1. SUGGESTIONS FOR OBSERVING AND RECORDING
CHILDRENS' ACTIVITIES
2. THE ANECDOTAL RECORD
3. SELECTED ANECDOTAL RECORDS

Commonwealth of Pennsylvania
KUTZTOWN STATE COLLEGE
SUGGESTIONS FOR OBSERVING AND RECORDING CHILDREN'S ACTIVITIES

To continue to meet the needs of each child, to appreciate and understand his growth pattern, it is highly desirable to keep some sort of running record on each child in the group.

"How" and "why" of keeping records:

1. Keep a file with all information and data about each child in his own folder.
2. Make brief notes on filing cards at least once a week—ideally, every day. Show not only the activities the child engages in, but the way he reacts to them.
3. To gain the necessary insight, the teacher should focus her attention on the child more than upon the activity.
4. Include brief notes on the general setting and atmosphere, the number of children involved, and the tempo of the play.
5. These notes will provide an overall impression of the child and indicate the direction in which he is going.
6. Judgment of the child should be avoided.
7. Personal impressions should be put at the end of the record.

Major aspects to be observed:

1. Absorption.
2. Indications of feelings.
3. Relationship with other children.

Aspects to be noted when observing creative activities. (This broad pattern is helpful and instructive and can serve as a reminder):

1. To discover what the material means to the child.
2. To achieve a more penetrating understanding of the emotional needs of the child.
3. To discover the unique values of the specific medium for given children.

To achieve these objectives, reports should include:

1. The situation in which the child is operating; other activities going on; number of children at activity being observed; availability of material; general atmosphere.
2. Child's approach to the material: Is he eager, reluctant or neutral? From what activity is he coming? Is he selective, haphazard or impulsive in the use of it?
3. Degree of child's absorption with the material: Is he intent on what he is doing? Is his concentration span long or short?
4. Amount of energy expended.
5. Development or movement apparent in each session: Is any change apparent from the initial approach to the end of the session? Does his mood change in any way as he works? Seem to relax, or become tense?
6. Kind of manipulative action. Is the child free or tense? Is he careless or careful? Are his movements smooth or jerky? large and sweeping, or small and precise?
7. His attitude toward the materials: Will he share the material? Does he ask for more than he uses? Use a great deal or very little?
8. The tempo of his work: Work rapidly or deliberately? Hurry to finish—or leisurely in pace?
9. His body movements. Tense constricted movements, or relaxed? Uncertain, jerky or poorly coordinated? Sureness about the way he does things? Right- or left-handed?
10. His verbalization: Does he talk, sing, or hum? To himself or others? Does he giggle or shout? Are his voice tones: loud, excitable, soft, tense, aggressive, enthusiastic, or matter of fact? From his intonation, what is the purpose of his verbalization?

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THE ANECDOTAL RECORD

A. PURPOSE

1. To determine whether a behavior pattern is typical.
2. To look for trends in behavior.
3. To look for clues as to the source of the difficulty, e.g., in what kinds of situations does a particular behavior pattern occur?
4. To look for unusual behavior in relation to a particular event or in relation to other personalities.
5. To determine change that is often so gradual that one does not detect it without having regular records over a period of time.
6. To help us become aware of the kinds of situations to which we as teachers respond.
7. To form a basis for some planned action to help the child.

B. WRITING THE ANECDOTE

1. It should be a brief statement of a particular situation.
2. It should state exactly what happened.
3. On the whole it should not state qualitative judgments of the child's behavior.
4. It should include exact conversation where the child's comments are significant.
5. It should state exactly who was involved.
6. It should state when and where it took place, e.g., behavior in the organized classroom situation may be quite different from that shown on the playground, in the halls, etc.

C. USING THE ANECDOTE

1. Time space between writing will have to be determined by the teacher. Such devices lose their effectiveness if the task of writing becomes a burden.
2. Examine the anecdotes for behavior that might be termed typical.
3. Look for trends in behavior.
4. Look for clues as to the kind of information you would like to have about a child. Watch particularly for those elements that help us to answer, "What kind of person is he?"
5. In the light of the information and what we know of personality development, decide on some hypothesis as to the cause of the behavior.
6. In relation to your hypothesis plan some ways of working with the child.

Student's name: Joseph S.

Teacher's name: Karen Bartman
Marvine School

Descriptive Data: Third in the family of four children; left-handed; likes drawing.

June 29 - When Joseph first came, he refused to speak to anyone. He only shook his head. He was finally persuaded to play with the blocks. He told his mother, "You can go home now. I don't need you anymore." He said only a few words all day.

June 30 - Joseph was worse today than yesterday. It was nearly 9:30 before his mother finally left. He stamped his feet and refused to stay. He did not play with the other children. He was very interested in the rabbit and spent much time with it.

July 1 - Joseph was even worse today. He screamed and kicked and cried. He was placed on the floor against the wall and he was told to stay there until he was finished crying. He sat there for nearly two hours. He violently refused to join the group. I placed his crackers, milk, and napkin on the floor next to him. He would only eat when I wasn't looking. When the other children came in from outdoor play, he decided to go out. I played with him. When I began praising him for playing bean bag so well, he began to talk to me. When story time came, he went in and listened to the story.

July 2 - Joseph was the same today. I was able to get him to participate by doing it myself. He still talks very little.

July 3 - This morning Joseph came into the room by himself. There was no trouble. He drew several pictures. I found out that he could write his own name. He joined in good morning time and outdoor play.

July 6 - Joseph came by himself this morning. He was a little late. A cat followed him to school and he was bursting to tell me about it. He participated more and added his own ideas to the discussions.

July 7 - Joseph talked a lot at the park today.

July 20 - Joseph has trouble distinguishing between red and green.

July 21 - Joseph talked more than ever before. He has trouble pronouncing some words such as thank you.

July 23 - Joseph is talking more every day. Today he said good morning to me. This was the first time. He now enjoys working with a group, especially during outdoor play. He has become good friends with Tony R. and Ricky J.

July 24 - Joseph came into the room very shyly today. He wanted to come to me, but he was a little bashful. He handed me a gift and was so proud when I thanked him.

General Comments: Joseph has made great social improvements. He still doesn't talk much but he has become part of the group. He has gotten to the point where he enjoys working with the group.

Student's name: Lee A.

Teacher's name: Helen Bedecs
Marvine School

Descriptive Data: Second of two children; great imagination; talkative.

June 29 - Very much at ease; eager; very outgoing; ready to volunteer; likes to talk.

June 30 - Even more aggressive; drew a "volcano that is erupting"; always talking about his army.

July 3 - Hard to keep him quiet; always wants to add his "two cents."

July 6 - Absent - father came and told us that Lee argued that he was well enough to come to school.

July 7 - Absent.

July 8 - Came back; still felt at home, has trouble with music.

July 9 - Water colored a "jungle."

July 10 - Lee tried to kick the ball with Eladio and Joseph but couldn't kick it correctly. The ball just rolled a couple feet away. He drew a "hawk following rabbit tracks."

July 14 - Couldn't play the cymbals with the music.

July 20 - Mentioned that there are trolley cars in California.

July 21 - Said "If an airplane caught fire then men would parachute out." Sang the "Marine Hymn" when he saw army trucks.

July 22 - Lee drew a picture of a home in the woods.

July 24 - Lee hugged me to say good-bye; at first he just jumped up and down. I believe he didn't know what to do to show his feelings.

General Comments: Lee seems to be an intelligent child, but he needs to be restrained or he'll replace the teacher; he, also, needs more play experiences; lacks ability to play group games.

Student: Patricia H.

Teacher: Barbara Epp
School: Marvine School

Descriptive data:

Patricia was born in Bethlehem, Pennsylvania on December 14, 1959.
She is the youngest of six children.
Patricia plays only with her own family because she is not accepted by the neighbors.
She has had no experience with adults other than her mother.
Patricia has no educational toys at home such as crayons.
She is a child from a family with many problems.
Patricia did not talk and after awhile I was worried about it and inquired about this condition. I found out that other children in the family have this same problem.

- June 29- Patricia brought me a few flowers she and her brother had picked on the way to school.
She did not say a word to anyone.
She played well with the other children indoors - outside she played by herself.
She wanted to draw a picture and did so but would not tell me about it.
Patricia did not participate in singing activities, resting time or praying before snack time.
Patricia did not smile once all day.
- June 30- Patricia brought me flowers again today, was pleased when I put them in a vase.
She does not pray at snack time or sing with the group.
Patricia did not talk again today.
She did not play with the group outside.
- July 1 - Patricia participated in group play outdoors.
She kept her head down at rest time after I put it down for her.
She talked to the other children today and only nodded yes to me when I asked if she had a refrigerator at home.
She did not pray yet at snack time.
Patricia likes to play with the dishes.
- July 2 - Patricia still did not talk.
She appeared to like the rhythmic activity this morning which was fundamental movements.
She listens when speaking directly to her.
She always eats every crumb of her cracker and cleans up afterwards without being told.
She washes her hands freely after using the lavatory.
When she put the dishes away at clean-up time she was very neat.
- July 3 - Patricia still did not talk to me.
She would not sing today again.
She still does not fold her hands for our prayer.
She cleans up at snack and at clean-up time.
- July 6 - She still does not talk to me.
Patricia was very sloppy in art activities.
Patricia participated in every activity except music.
She likes to look at story books and likes to hear them read.

- July 7 - Patricia did not speak to me again today.
It appeared to me that she had a nice time at the park.
She did not wear play clothes.
- July 8 - Patricia still did not speak and will not sing the songs.
Patricia is starting to fold her hands to say our prayers.
- July 9 - She did not attend school today.
- July 10- Patricia was picked as the wife for the "Farmer in the Dell" and
went into the circle without hesitating.
She is the only one who doesn't say the pledge, even though she
puts her hand over her heart.
Patricia spoke to me today. I was handing out papers to take home
and the children had to say which one was theirs and then I
would give it to them. After some hesitation on her part she
said "mine".
- July 13- Patricia was absent today.
- July 14- She was absent again today.
- July 15- Patricia was the only one in my group who was not afraid of any of the
animals.
She still does not pray, sing, or pledge allegiance to the flag.
She counted two numbers when I took my group to get milk. She did
not talk other than that all day.
- July 16- She still does not pray, sing, or pledge to the flag.
She did not talk today except to mumble "yes" when I asked her if her
knee hurt when I was putting medicine on it, because she fell
on the way to school.
- July 17- She participated in everything except the same three activities.
Patricia talked to the group today. She told us "There's my brother"
when she saw him walking across the playground on his way to
come and get her. I noticed that she has a definite speech
defect, but did not say anything to Patricia.
- July 20- Patricia did not say a word all day.
She played with Cynthia and Kim at the flannelboard when they had
some free time.
She would not talk to Darlene when Darlene was talking to her.
She folded her hands when we were ready to say our prayer. This
was the first time without being helped. She would not say
the prayer.
She put her hand over heart ready to pledge the flag, but would not
say the pledge.
- July 21- She did not say one word today.
Patricia smiled a lot. She appeared to really like the airport.
- July 22- She did not talk today.
She smiled and laughed more today than ever before.
Participated in all activities. Went into the circle eagerly when
picked as the cat for "Farmer in the Dell".
She is always willing and wants to clean up after our art activity
and at snack time. She also likes to help set the table at
snack time.

July 23- She did not talk again today.

She was playing with Darlene but did not talk to her. She felt and wanted to touch Darlene's hair.

She does not say the pledge, sing, or pray.

July 24- Patricia was absent today.

Comment:

According to the retest the psychologist gave Patricia showed a gain. I was the only teacher Patricia ever said anything to. Although she did not speak a great deal I feel that this program did help her. She was accepted by the other children and played very well with them. Patricia appeared eager to learn and was willing to do anything you told her. Her facial expressions changed a great deal throughout the four weeks. In the beginning she had a rather blank appearance, but towards the end of the program she smiled a lot and her eyes appeared to show some enthusiasm.

Student's name: Duane S.

Teacher's name: Nancy Gerhart
Marvine School

Descriptive Data: Duane is a nice-looking boy with blonde hair and green eyes. He wants his own way and is a hard child to control.

- June 29 - Seems to be devilish. He seems anxious to see just what he can do. He said, "My tea-cha is going to pull me on the wagon."
- June 30 - This young man is coming way out -- way, way out. He must be constantly reprimanded.
- July 1 - Getting harder to control. He is not the innocent, cute little boy I thought he was.
- July 2 - Would not listen at all.
- July 3 - Is on the naughty chair - the very first child.
- July 6 - Must be told constantly to listen.
- July 7 - He was naughty and I made him sit on the park bench. I noticed that Duane needs help with pronunciation. He says th for sh, like "thaid" instead of "said."
- July 8 - He was naughty. My throat was sore from yelling at him.
- July 9 - Absent
- July 10 - Worked well even though I sat him at the table to paint instead of at the easel.
- July 13 - Does not know how to play with the other children. Listened very well today for the first time. He likes to tell me about himself and he also likes to draw attention to himself.
- July 14 - Absent
- July 15 - Was good, although I made him hold my hand. Naturally he was the first in to see all the animals.
- July 16 - Absent for the first hour.
- July 20 - Late
- July 21 - Would not listen to me at the airport, although he enjoyed the airplanes and remembered technical terms. He remembered the "control tower."
- July 22 - Was 45 minutes late. When the psychologist came, Duane responded loudly to any questions.
- July 23 - Late. Previous talks did no good. He said, "My mother didn't get up."
- July 24 - Absent

Duane S. - 2

General Comments: Duane, I believe, comes from a family that doesn't care. As soon as he was responding a little better, he was absent or late again. Numerous punishments didn't seem to help, although he did listen to me some of the time at the end of the four weeks, but he always had to be reminded. In the beginning he didn't listen at all.

Student's name: Kevin B.

Teacher's name: Mary Gregory
Marvine School

Descriptive Data: He is an only child. He gets along reasonably well with other children. He is bashful with adults. He has no fears.

June 29 - A little shy with adults. He cried a little bit when his father left, but I put him on the teeter-totter with some others from my group and he was fine.

At story time he refused to sit and listen to the story. He wanted to play with the trucks. Miss Schrantz tried to get him to join the group, but as soon as she left him, he went back to the trucks.

June 30 - Particularly obstinate today, especially at story time.

July 1 - Cried before we got on the bus because he had never been on one before.

July 10 - Kevin had to sit in the naughty chair, because he disrupted "good morning" time. He cried and Miss Schrantz told him to cry quietly because we didn't want to hear him.

July 12 - Behaved well today. Perhaps it's because Greg was absent. He did everything I asked and he was very polite.

July 21 - Kevin loved the airport today. He said, "I'm going to tell Daddy I was a pilot."

General Comments: Kevin responds very well to all creative materials. It is at art time that he seems most relaxed. He makes very expressive pictures. He does not always get along well with other children, especially when Greg is around. He does not like to share playthings, but I think this is because he is an only child. His movements are often very tense and cramped. He was very stubborn about participating in group activities, but he's starting to join the group and participate more and more. He talks a lot, and many times to himself. He has a habit of speaking in a loud voice when he wants his own way.

Student's name: Louis M.

Teacher's name: Adele Kreitz
Marvine School

Descriptive Data:

Louis was born on May 4, 1959 in Allentown, Pennsylvania. His mother and father attended school up to the eighth grade. Louis is the oldest of four children. His mother wants him to have the advantages that she did not have as a child. The interviewer wrote on the paper that Louis gets along well with other children and he loves older people who are sociable to him.

- June 29 - Louis came into the room and was very friendly from the beginning. He seemed to ask a lot of questions and talked a lot. He gets along fairly well with the other children. He likes to be active all the time. He showed me different things that he was doing and always calls my attention when he is doing something. He is a forward child and likes a lot of attention.
- June 30 - Louis is sloppy at snack time and usually spills his milk. He likes to play with his food. He tries to get my attention very often. He likes to have things his way. He tattles on other children when they take a toy from him. He told me a lot about the birds and the butterflies that he painted. Once he gets started with an activity, he enjoys it but he is slow to join in with the other children. Louis always likes to be first in line and pushes up to the front.
- July 1 - The other teachers had to scold Louis several times today. He will not cooperate and is very stubborn. Louis cried because he was made to do something. He would not hold hands when we went for a walk. He is a very talkative child. He still pushed ahead of the other children. He would not listen to the calendar concept and kept getting into trouble. His mother was concerned because he had a mean look on his face at dismissal.
- July 2 - Louis was scolded many times by me, other teachers, and Miss Schrantz. He still does not listen. Every morning Louis comes to school with a smile on his face. He usually says, "Hi" to me as soon as he comes into the room. Today he was very stubborn and did not want to participate in the outdoor games. He was sent into the room at play time by Miss Epp and he started to cry. Miss Epp said that he was playing with the wagon and ran into some of the children. I took Louis into the hall and talked to him about being good but still he has not changed. He was very proud when he had his soldier hat on for an activity.
- July 3 - Louis was put on the naughty chair because he was very uncooperative. He would not join in the activities and still does not listen. I think he sees another Louis misbehave and wants to copy this behavior. He is usually the last one at the table when the bell rings. He seems to want a lot of special attention. His mother always kisses him goodbye in the morning.
- July 6 - Absent
- July 7 - Louis does not stay inside the lines when coloring. He would not say the Pledge to the Flag or participate in the morning exercises so he was put on the naughty chair for a few minutes. He talked a lot on the bus.

He and Bruce wanted to be on their own at the park. He says goodbye to me when his mother tells him what to say.

July 8 - He still is stubborn. After he gets started with an activity, he is good and enjoys himself. He likes to play with puzzles. He had play money in his pocket but returned it after I asked him if he forgot to put the money back in the cash register. Today he wore a woolen coat because it rained.

July 9 - Louis would not do the Bunny Hop so I took him out in the hall and talked to him about participating in the activities. I then put him on the naughty chair for a few minutes. He likes the activities but is stubborn sometimes and will not participate. He can not say my name correctly and usually says, "Mr. Treitz". He will usually ask me about ten times a day how to say my name.

July 10 - Absent

July 13 - Louis does not do the Bunny Hop with us. I tried to hold his hand and do the Bunny Hop with him but he pulled away from me. He did not pay attention to the filmstrip. He wants a lot of attention and he is achieving his purpose when he is put on the naughty chair so sometimes I try to ignore him. He likes to hold my hand during the games and is very hurt if someone else takes my hand before he does. I talked to Louis on the play telephone today and he said that he likes his teacher. He also likes his mother and father. His favorite toy at school is the tractor. When he was answering my questions, he said, "Yea", instead of saying "Yes."

July 14 - His behavior seemed much better today. He enjoyed the rhythm band very much and he had a big smile on his face during this activity. He was very good today in the small group. He loves to work with clay. He does not know the names of the different animals. He seems to be better at the table when Bruce is absent.

July 15 - He still does not know my name. He did not want to hold Bruce's hand and was very stubborn. He would not listen when Miss Epp was teaching a song. He told his mother about the animals that he saw at the farm.

July 16 - Louis was on the naughty chair because he would not put his head down at rest time. He seems to be naughty just to get attention. He did not draw a man very well. He will not try to say the nursery rhymes.

July 20 - Miss Epp scolded Louis on the playground and she sent him into the room. He started crying and wanted to go home to his mother. His mother asked him if he was a good boy and he said, "Yep." He was good at story time and sat up front and looked very interested in the airplanes.

July 21 - Louis can not count to ten. He was very good at the airport. He pulled Bruce back so he could hold his hand. He wanted to stay with the group. He loves to get attention. He wanted to sit near the window on the bus and sulked when he could not have his own way.

Louis M. - 3

July 22 - He drew the circle very well but did not do as well with the other shapes. He drew the man very poorly compared to the others. He would not sit on the rug so he was put on the naughty chair. He cried when he was made to sit down at the table. Miss Schrantz said that he was not allowed to leave until he stopped crying and smiled. His mother cooperated with us.

July 23 - Louis was in a water battle with Bruce and Pamela. I think he started the incident. I scolded all of them in the hall but did not blame any one person. He tore Janile's dress on the playground and cried when he was punished.

Louis improved his mental age from a 3-3 to a 3-9 and his year level stayed the same at a 4-5. Louis gained a lot socially from this program because he was used to having things his way.

Student's name: Tommy B.

Teacher's name: Elizabeth Mihalik
Marvine School

Descriptive Data: Tommy does not listen well and has an extremely short attention span. Also, he always seems to be getting in some kind of trouble.

June 29 - Tommy seems to be quiet. He does not listen very well. He is always riding the bike when he gets a chance to.

June 30 - Again, Tommy was always riding the bike. The minute I take my eyes off of him, he wanders away from the table.

July 1 - Tommy was speeding with the wagon. He stopped after I talked to him. He still wanders off during group discussions.

July 6 - Absent

July 7 - Tommy was constantly wandering away from the group when we visited the park. He did not listen too well, but was better than usual.

July 8 - Tommy was constantly getting into trouble today. He would not share the toys; he raced around the room with the wagon; he played with the toys when it was not playtime; he had a fist fight with another boy. I finally put him on the naughty chair.

July 9 - Tommy was somewhat more obedient today.

July 10 - He had trouble cutting out the shapes. He does not readily learn the words to the songs and does not know his farm animals.

July 13 - Tommy was constantly getting into trouble today, but he was better when I threatened him with the naughty chair. He talked about going fishing with his father. He said he caught two fish.

July 14 - Tommy was more obedient today although he did get into some trouble.

July 15 - Tommy listened better than usual when we visited the farm.

July 16 - Tommy's body that he drew today was good. He also knows the parts of the body well. He was very attentive during story time and responded correctly to the questions that were asked.

July 17 - Just before "Good Morning Time," Tommy began to cry. Nothing I did could stop him. Miss Schrantz could not stop him either. He kept on saying he had to tell something to his mother. So, Miss Schrantz called Tommy's mother. However, when she came, Tommy would say nothing except, "I wanna go home!" The mother told us maybe he was afraid his little brother was going to take all of Tommy's bubble gum. She gave him a piece, and we finally got him back in the classroom. He kept on asking when his mother was coming. When he saw his mother, he began to cry again. He asked her why his father was not there. She said he was still working. As he went out of the door crying, I said I would see him on Monday; he said I would.

Tommy B. - 2

- July 20 - Tommy cried again today. It took him a while to stop. He insisted throughout the day that he wanted to see mother.
- July 21 - Tommy did not cry today. He seemed to enjoy the airport very much. I had some trouble keeping him with the group, but he was unusually good today.
- July 22 - Tommy was crying very loudly when he arrived at school. He would not leave his mother, so I had to drag him into the room. I tried to get him interested in something, but it did not work. So I did not pay attention to him, and he quieted down a little. However, he was disturbing the class. Finally, Miss Schrantz took him out of the room and threatened him with the stick. He did not cry any more. (Miss Schrantz stated that this crying was nothing more than an attention getter - he was no longer the center of attention since the bike was taken out of the room.)
- July 23 - Tommy did not cry today, but he was always asking me when it was time to go home.
- July 24 - Tommy did not cry, but he was a little reluctant to come into the room. His mother was going somewhere that day, and he was afraid she would leave without him. I say this because I heard him say, "I know you! You'll leave without me!" I had very little discipline problems with him today.

General Comment: During the first week I felt that Tommy did not have much discipline at home and did not receive much attention from his parents. I feel this way because of Tommy's very short attention span and of the almost constant discipline problem I had with him. I am happy to say that Tommy's attention span has increased to the point that he will remain seated and attentive during most of a group discussion. He was always getting into some kind of trouble up to the last day - but not to the degree and intensity he had done before (except for his crying). Tommy learned most of the concepts we tried to develop, but he still does not know his colors. Also, Tommy has shown a gain on his re-test rating.

Student: Richard M.

Teacher: Linda Spengler
School: Marvine School

Descriptive data:

There is one older child in the family. Richard is very shy until he becomes acquainted with the surroundings. It appeared to me that he has to fight for much of the things at home and that there is not too much discipline either. The reason for this is that he is very aggressive and bold in his actions towards the other children.

June 29- When Richard's mother and neighbor brought him to school he began to cry and refused to go into the room. His mother just smiled at me but his neighbor took over and threatened to spank him. This did no good so she then said she would tell his father.

None of these methods worked so I told the two to leave and I carried Richard into the room. He cried from 9:00 to 10:00 this morning. I tried to get him interested in coloring but he said that he never colored before. After I started to draw his house he started to laugh and named the rooms. I gave him the crayon and he drew in his family. He was very discontented all day, he couldn't stay with one thing very long.

June 30- Richard was smiles when he came today. But first half hour he just walked around. Finally he began to play with the trucks, from then on he played easily with others.

He didn't want to try to color but I finally got him started and he colored in quite a few sheets. He wanted me to put his name on all sheets.

July 1 - He was smiles again today. We did finger-painting today and he was afraid of it. He didn't use anything but one finger although he seemed satisfied with his work and when I asked if he wanted to do it again soon he eagerly said yes.

July 2 - We used paper, scissors and paste, all new things to Richard. He had no idea what to do with his paste. Even after I showed him he wasn't eager to try. When he was finished he didn't know what he had made although I think that was unimportant. I think this was a very rewarding lesson to him because these were all new experiences.

July 6 - Richard enjoyed easel painting today. When playing "see-saws" to music in Good Morning Time he kissed and hugged Tommy. Later I saw Tommy hug Richard. During free play Richard hit Kevin and what the cause of that was Kevin hit Richard first.

July 9 - Today we drew, with crayons, things that we saw at the park. When Richard draws he does it on an impulse and there is no thought behind it. He drew a slide and was almost finished when he said he had no room for the ladder. He seems to be afraid to use more than one color. Usually he uses only dark colors. He loves anything you do for him. Especially putting his name on paper and writing dog and cat. He is very shy and slow in his rhythmic responses. He doesn't sing with us, and when you try to get him to do different things he says that he doesn't know how to do it.

Richard M. - Page 2

July 10- Just before story time today Richard pinched Tommy's finger. I began to scold him, then asked why he did it. He only smiled at me.. But he became apologetic when I told him it was wrong. Richard is rapidly becoming aggressive in the classroom and during outdoor play. If he sees someone watching him he pretends to be shy and just backs away from his friends. He plays with Lee who is also aggressive and thoughtless in his actions.

July 13- In easel work today Richard was doing very well till he became silly. Then he just slopped paint on his picture and said it was fire.

July 14- In fingerpaints he is getting to use both hands. His designs are much better than they were a week ago. Now instead of acting shy in front of me he is getting rough and showing off. He seems to be trying to get more attention than Tommy. He frequently fights with Tommy but because he is bigger either Richard wins or Tommy just leaves.

July 15- Richard was very surprised by everything on the farm. He had no idea of the true size of the animals. He began to cry when we saw the cow and refused to walk behind it. When we walked past the pasture he was again quite afraid of the cows and bulls. Later in the classroom he said, "How do they tell if there's milk in the cow? They don't have a window."

July 17- When working with water colors Richard began to make green trees but in a few minutes he had them completely covered with blue and brown paint.

I found this he does quite often. He doesn't know when to stop- he would rather have someone tell him when he's finished. If no one tells him he paints or colors till everyone's finished and by then he completely covers his picture.

July 22- Today at rest I turned around to find Richard and Mary both hitting Tommy. Tommy was almost in tears. I told them that it was wrong and made them both apologize. Tommy was almost in tears because of the fuss everyone made about it.

Comments: Richard seems very unsure of himself. When he first came he was very quiet and well behaved but in a few days he began to show himself. He never had the opportunity for art experiences at home and has therefore gained greatly in the daily experiences given to him here. I think Richard is much happier now than he was a month ago.

	Design yr. level	Man mental age
test	3 to 4	5-3
re-test	4	5-0

Student's name: Carlos S

Teacher's name: Elmo Frey
Packer School

- June 29 - Very hard adjusting to school. He cried for a long time before quieting down. He just sat around and watched the other people. He remained in the same seat all morning.
- July 3 - He still cries when he comes to school but eventually he quiets down. He does not want to participate in any of the activities. He is always watching for his brother, who brings him to school every morning.
- July 6 - He still does not participate in activities but his eyes are always wide open when the other children are doing things. There is a very strong attachment between Carlos and his older brother. He seems to rely on him for many things.
Carlos has trouble with the English language and speaks many times in Spanish.
When we went to the park, Carlos cried at first but eventually he settled down and had a good time. He enjoyed playing on the sliding board and see-saw.
- July 7 - Carlos drank his milk today for the first time. He agreed to drink it if we gave his brother some. He used a cup instead of a straw.
- July 9 - Carlos still does not want to do things with the group. He likes to sit at the same place all morning. He looks interested but will do anything.
- July 13 - Carlos agreed to sing today so that he could sing the songs to his brother. The songs he sang were: "Good Morning," "Knock at the Door," and "My Little Kitty."
Carlos also played with a puzzle today. He said he liked to play with the puzzle and he put it together without too much trouble.
Carlos did not want to color today but he agreed to take paper home and color it at home.
- July 16 - Today Carlos drew a picture in class with crayons, however he was reluctant to show it to anybody. No crying at all today. He drank his milk and participated in the singing. All the rest of the time he sat at the table and just watched the others.
- July 21 - Carlos has been absent for several days.
- July 22 - Today I called Carlos on the phone because he has been absent for five days in a row. His father answered and said that Carlos was still in bed. I told him that I would drive down and pick up Carlos if they got him out of bed.
When I picked up Carlos he was walking to school with his brother. When he got into the car and his brother didn't, he began to cry. After a while he quieted down. In school he drank his milk and participated in singing, but he sang from his chair and not from on the rug.
- At the Park - Carlos cried the day we went to the park. When we arrived at the park he was told that he either had to go with the group or with the bus driver. He decided to go with the group.

Carlos S. - 2

When it came time for milk and crackers he drank his milk out of a straw instead of a cup, and he also ate two crackers. Before he never ate a cracker. When he was finished eating he put all his things in the trash can.

Carlos played on the sliding board and other equipment at the park. Carlos also played SALLY WATERS, and before this he never played a game with the group.

General Comments: Carlos developed a great deal in the last four weeks. At the beginning he would just sit and cry and not say a thing. As the weeks passed Carlos became more active, however because of his being absent so many times, he did not get much time to be with the group. Carlos is eager to learn but he needs a lot of attention and care. He is strongly attached to his brother who seems to take care of him. When Carlos and his brothers and sisters all come to school in September, I believe he will be more at ease because his family is near by. With a great deal of attention, love and care, Carlos should develop into an average student.

Student's name: Kim J.

Teacher's name: Nancy Lounsbury
Packer School

Descriptive Data: Kim has a Caucasian mother and a Negro father. She is an attractive little girl with Negroid features. She usually was neat and clean when she arrived at school. Her mother never brought her; she came with another girl who lives close to her. She was born on December 27, 1959. She has one younger and one older sibling. On her pre-test she had a 3 to 4 year level on copying a square, circle and triangle and 4-0 mental age on the draw-a-man test.

- June 29 - Kim came in smiling and played with the dolls. She wouldn't leave them to join the others on the rug for conversation time. The teacher let her stay there. During lavatory she said a little rhyme about killing and made her hands into fists and boxed around the other girls saying, "I can fight. I can fight." One teacher lifted up one child to look into the mirror. There wasn't time to lift Kim; she became very angry and tried to hit the teacher and later she spanked the teacher. The teacher corrected her; Kim then came to me and threw her arms around me and said, "I like you." During final story time, she listened to the story and counted the trees.
- June 30 - Absent
- July 1 - She liked the rhythm sticks and could play them well. She sat quite still during filmstrip. She played with Ronda, who lives near her, doing puzzles. She said to me, "My mommy is going to buy me a puzzle."
- July 2 - We went for a walk around the block; Kim wouldn't come. Finally I ignored her and started off; she came. We were behind the others, so she and I talked about the things we saw. She kept saying, "My mommy is going to buy me this" once she said, "My mommy is going to buy you this." She wouldn't sit at the table during rest time; I sat her down and held her there; she squirmed and I let her go; she ran off again. I let her go and told the other boys and girls to ignore her for she is a very bad girl. They ignored her dancing around to the record.
- July 3 - She clung to me during outdoor play and I played ball with her. When another child wanted to play ball with me, I said, "Let's all three of us play." Kim screamed "No" and clung to me with all her might. I played ball with just her.
- July 6 - She wouldn't go to the rug for conversation time and she pulled out toys from the shelves and threw them on the floor. The teacher ignored her and she finally came to the rug.
- July 7 - She really tried today to do what the others were doing and joined them easily.
- July 8 - It was a rainy day and all were restless. Kim screamed during rest time and I held her down. In playing the bus game, Kim made sure she sat by me in the pretend bus.
- July 9 - It rained; we couldn't go to the park. During conversation time Kim left the group and started screaming. She was ignored; she then started hitting the other children. She was made to stand outside the door in the

Kim J. - 2

hall; she cried and screamed and stood in the doorway. The teacher asked one child to invite her in. Mary Jane invited her in, and the children talked about how much they wanted her with them. Kim was fine the rest of the day.

July 10 - We went to the park; Kim held my hand. At the play area she went to the climbing bars with Miss McCreedy. She sat with two other children going back on the bus.

July 13 - Absent

July 14 - She really tried to join the group and follow the schedule.

July 15 - She pasted many orange squares on her puppet instead of representing eyes, nose and mouth.

July 16 - She was scared of the animals at the farm and stayed with Mrs. Keifer. She didn't listen to the final story.

July 17 - She came early and played the piano. She started to pound it, so I said she couldn't play it for a few minutes. She waited!

July 20 - She played with the clay and wouldn't put it away when she finished. I gave her a choice standing outside or putting away her clay. She put away her clay.

July 21 - She wouldn't make a ginger-bread man with the others, but she listened in conversation time.

July 22 - She listened well during the first part of conversation time, then she wandered over to me. I said she should go back to the group; she got that devilish gleam in her eye, so I ignored her. Another teacher sat down and Kim got his full attention.

July 23 - She was very good at the airport and on the bus. During rest time she had her head up. I simply said, "Kim, put your head down." I turned away; when I looked again, it was down!

July 24 - Kim hugged me but didn't cling to me. During conversation she hit Joseph's arm, but then kissed it. During the story, the janitor was taking all the furniture out; Kim said "but what will we play with!"

General Comments: I think Kim improved. Toward the end she was really trying to follow directions and play with the other children, but she wanted to be next to a teacher whenever she could. Her re-test places her at a 3 to 4 year level for copying objects and the draw-a-man test placed her mental age at 4-9 which showed an improvement over the pre-test.

Student's name: Mary Ann J.

Teacher's name: Joann Mahoney
Packer School

Descriptive Data: Mary Ann is a Negro child whose oral development has not progressed as it should have. Her lack of control of tongue and mouth muscles makes it difficult for her to speak or eat properly. Her fingers are frequently in her mouth which many times just hangs open. She is able to follow only very simple directions and she was not able to learn the words to any new songs. Her attention span is very short. Her mother and father do not live together. She is the fourth child in a family of six. She is excessively shy and affectionate.

- June 29 - Mary Ann cried a lot at first and would not play with any toys. Her fingers were always in her mouth. I took her over to the kitchen corner and she played with the dolls. She didn't talk but soon began to respond by shaking her head when asked a question. She didn't sing the words to the songs. She had trouble pronouncing the Syllables. At the end of the day Kim (her friend) and I started to say "Humpty Dumpty" and she repeated it slowly with us. She sat very close to me when Nancy read the story.
- June 30 - She cried and sat at the table by herself. When the conversation started we sat on the rug, but she wouldn't join us. I tried to talk to her but she just pouted. Lynn went over to ask her to join the group but she refused. When I tried to lift her up, she cried so I didn't force her over. She drew a man (R) in class.
- July 1 - Mary Ann cried and cried this morning. It took a lot of coaxing to get her to play. She didn't speak very well or very often. She put her fingers in her mouth constantly.
- July 2 - Mary Ann cried more than ever today. She doesn't cry loudly. In fact, she doesn't make much noise at all. She just whimpers and tears stream down her face. She shows a great interest in singing. She can perform the actions if she watches someone else. She moves her lips trying to say the words but she can't keep pace with the other children.
- July 3 - Mary Ann cried again as usual. She is very affectionate toward the teachers. She doesn't pay attention when the stories are read but rolls around on the rug etc. I had to take her down to the toilet two times in addition to the time when the whole class went to the lavatory. She loves to wash her hands. Even if she doesn't go to the lavatory she still washes her hands. It usually takes her about five minutes to do so. She rubs her hands together until she has a big lather, scrubs them, and rinses them and rinses them and rinses them. She doesn't listen when we speak to her about it.
- July 7 - After viewing the filmstrip "Three Little Pigs" Mary Ann wasn't able to answer any questions about it. She's beginning to speak too loudly when she does want something. She usually needs more than one straw.
- July 8 - Mary Ann drinks her milk so fast that she is finished far sooner than anyone. She wanted more than 2 crackers again.
- July 9 - Mary Ann tore her straw again. She always has difficulty using it.

Mary Ann J. - 2

July 10 - Mary Ann was happy at the park. She liked the swings a lot.

July 13 - Absent

July 14 - She is still very shy about answering "I am here" for the roll call.

July 15 - Mary Ann broke her cookie into little pieces and devoured them. She drank Kim's milk in addition to her own. She wanted to eat more cherries and she tried to eat the green sour grapes even though I explained they were not yet ripe. I told her and Kim that I'd take them out of the room when they misbehaved during story time. She returned to the rug immediately.

July 16 - Mary Ann held on to Mrs. Kiefer's hand. She drank a second milk, as usual.

July 17 - Mary Ann broke her cracker and put all of it into her mouth. She sneezed constantly. When she rests, the saliva is all over her mouth, chin, arms, and table.

July 20 - Rhonda said Mary Ann couldn't come to school today because she had "dirty hair."

July 21 - Mary Ann wanted to paint on the easel but it was clean-up time. When I told her there wasn't time to do it now, tears came to her eyes. She went over to the rug to make a gingerbread boy. While Nancy explained how to cut the papers, Mary Ann got up and walked around the room. Nancy spoke to her and she sat down but she tore the construction papers into little pieces.

July 22 - She wanted very badly to show us how she could count. Of course, I had to help her but she was very proud anyhow. She didn't get much out of our color review. She gave up finger painting almost as soon as she started.

July 23 - Airport

July 24 - Mary Ann was able to cut her own hat after individual instruction. She calls out frequently. She washed and dried her hands and then began to wash them again.

General Comments: I feel that Mary Ann's improvement was strictly social and emotional in character. She cried constantly the first week but at later dates she didn't cry at all. She has learned to play with the other children and tries to express herself more often even though this is sometimes very difficult for her. She always seems to be very hungry. I think her comprehension is very low and she will have a hard time adjusting to the mental activities imposed on her in the elementary classroom. On a few occasions she became frustrated when she was unable to perform on the pre-kindergarten level.

Student's name: Norwood R.

Teacher's name: Joyce A. Becker
Washington School

Descriptive Data: Norwood is five years old. Has a number of siblings, some of which live with grandparents. His home life is very unhappy. He has blonde hair. He is dressed poorly.

June 29 - Likes to play. He always goes back to the sand to play whenever he gets the chance. He wanted to play on the piano. He isn't dressed very good. He has body odor. He drank his milk quickly.

June 30 - Didn't smile very much. I tried to make him smile. Later he smiled at me. Norwood seems hungry. He eats his food fast. Today a few children didn't drink their milk, so he asked me if he could drink it. A little girl had brought a banana and ate about half of it leaving the remainder on the table. Norwood picked it up and ate the remainder.

July 1 - Norwood headed right for the sand and played by himself. In doing Jack Jump Over the Candlestick he participated freely and enthusiastically. He did it well. He listened attentively to the teacher.

July 2 - Today he made a flag which he wanted to take home to show his mother. He was good in making the flag. In rest period I took a deep breath; he also took a deep breath. He participates in group activities. He volunteers often. He wants to do things for me. I asked him to lay his head down. He didn't want to, so I asked him to do it for me. He did it then. I asked him if he knew what a preacher or minister was. He didn't know, and he said that he had never been to church.

July 3 - He told me that his mother did not hang up his picture. He said that his father was going to get stars for the flag. We tried to determine whether he was right or left handed. He alternated using his hands. I asked him to hand me a number of things to determine what he was, but this was not successful because he was not consistent in the use of his hands. Today he didn't want to come into class. I told him that he could play in the sand, and I took his hand leading him into the room. He played with Ramon in the sand. The one color that I'm sure he knows is orange.

July 6 - Today he asked me to be his partner. He didn't want to crayon. I couldn't get him to do more than color one block. He kept switching hands to color. He participates and volunteers a lot for anything.

July 7 - Norwood at the beginning of class stood still and wouldn't move. We then saw that he had had an accident in his shorts. He hung his head and wouldn't participate. He asked me if he could make another hat like the one we had made the day before because Ricky had torn his. I forgot about it, but he reminded me about it. We rushed to make one before he left.

July 8 - In fingerpainting Norwood drew lines. I asked him to tell me what his picture was about. He said the lines were worms. He took it home to his "momma." He participates well. He got paint on everything, and I

had to practically give him a bath. He took his straw out of his milk at lunch thus getting milk on the floor and chair. I scolded him slightly for not keeping his straw in the milk as he had been told to do. He felt very bad and hung his head. I couldn't get him to talk to me then. He wiped up the floor and chair for me. He hangs his head if he is told about doing something wrong. He soon smiles though.

- July 9 - Norwood didn't want to come in the class again. I went out into the hall and asked him if he wanted to see the goldfish. He immediately came in. In art Norwood kept making snakes and worms, but he seemed to enjoy it. He said, "Hey, teacher," to Mrs. Kiefer. I told him not to say "hey, teacher." I said my name was Miss Becker. The next time he addressed me he called me "Misses" Becker.
- July 10 - Norwood was adventurous today when we went to the park. He seemed the first in everything. He ran ahead of the others. He was headed up the big sliding board before I stopped him. He kept getting close to the edge of the water. On the whole though he behaved well. He came when he was called. He drank two boxes of milk. He enjoyed the sliding board. He was smiling a lot, and said that he had fun.
- July 13 - When Norwood addresses me he calls me Misses Becker. When we were talking about the duckling that was dead at the park, Norwood said it didn't eat its food.
- July 14 - Norwood no longer runs to the sand and plays only with that, but instead, now he plays with a variety of things. He rocks in the rocker. He likes to string beads very much. He volunteers for everything whenever volunteers are asked for.
- July 15 - Norwood had small red marks on his hand. He told me that Ricky burned him with matches. Other times he says that Ricky does things to him. He looks clean on the outside, but he does have body odor. He wants to please by doing things. He stands many times and awaits praise or approval. If he does something wrong or good he turns around and looks at me to see my facial expression.
- July 17 - Norwood chews on his fingernails frequently. He volunteers often. He is not too good at pasting. His mother asked for welfare aid to be able to feed her children at home. She said some children were eating at the neighbors because of lack of food. She said that the children need shoes, but the father gives no money for this. She said that he also beats the children. That day I asked Norwood if he had breakfast. He said he did. I asked him where he ate, and he said at home.
- July 20 - Saturday was Norwood's birthday. His mother said that he had no birthday cake. We gave him a big celebration in school, and tried to make him feel important. We made a birthday crown which he asked to take home. We sang for him. We had mints for snack, and we gave him a present of mints, suckers, and a few balloons. We told him that today was his day. I told his brothers that the candy was Norwood's.

- July 21 - Today we made Indian head bands. He wanted to take his home. He didn't draw on it, but rather just scribbled. At lunch he asked for seconds as he almost always does. He seems hungry. He said good morning to me this morning. When I talk to him alone, he doesn't talk and just hangs his head. He looks sad and acts as if I were punishing him. He plays freely and not in the sand very much anymore. If I make a promise to him, he doesn't seem to forget to remind me about it. At the end of the day, he remembers the things he wants to take home. He usually calls me by my name. He behaves well, but he is curious and active it seems. A lot of love and understanding have worked well for me. A bit of firm voice once in a while also worked, but I always had to reassure him that I wasn't mad at him, and that I still liked him. I'd do this by smiling at him or talk to him.
- July 22 - When leaving school today, Norwood would not let the little boy who came with his mother touch his macaroni necklace. When I took his picture, he made a face.
- July 23 - At the airport Norwood was very adventurous again. I had to hold his hand most of the time, so that he wouldn't wonder all over the place. He was not bad though.
- July 24 - This was Norwood's last day. He really enjoyed the party that we had. He kept saying, "This is a good party." His eyes seemed to be filled with pleasure. When he left he had some of his candy and was eating it. I asked him if he could give his brother some. He did this willingly. His mother looked surprised that he did this. He usually doesn't want anyone to touch his things. He left, and then came back to the door waving and saying good-bye to me with a big smile on his face.
- General Comments: Norwood is a boy who needs a lot of love and understanding. He wants to do things. He is always volunteering. In art, which he is not good in, his attention span is short. In the psychology tests he made improvement during these four weeks. He made gains of four to six months in his tests.

Student's name Sandra C.

Teacher's name: Patricia Blaschak
Washington School

Descriptive Data: Sandra was born on Sept. 13, 1959 in Bethlehem, Pennsylvania. She has a possible organic problem. Father's education went to the eighth grade and is employed by Bethlehem Wood Craft eight hours a day. Her parents live together. Sandra gets along "all right" with other children and adults. She likes to look at books and play with other children. Tends to be shy once in a while. Was rated poor in the testing.

Anecdotes:

- June 29 - Mother brought her and she was the first one to arrive. In her neat dress she said goodbye to her mother and good morning to me and mumbled my name. Gave her a puzzle to do but she could not work well with it. Walked her to the kitchen and asked her if she wanted to play with the pots and pans. Another girl came over and took over. Sandy cried softly. She cried on and off all day. It was seldom that she talked but when she did I had a hard time understanding her. She will sit down when she is told but has a hard time staying in line or going around in a circle. Had a little difficulty in passing out one napkin at a time. Asked her if she was coming back tomorrow and she nodded yes.
- June 30 - Sandy came neatly dressed again. Never cried once today. She still seems non-responsive to what is going on. Drifts back to the toys quite often. When planting a seed, she spilt more ground on me than in the box. On the playground she still drifts away from the circle. Can not catch the ball well but can throw it fairly well.
- July 1 - Not too much response again. Did repeat good morning and thank you when asked though. Not too handy with the crayons, she only scribbles. Was at a loss when making flowers. Knew to put paste on her fingers but did not know how to put it on the stem. When she has to sit at our table she does not know which one. At snack told her to fold her hands but was at a loss. On the playground the other children pick her still to go in the middle for the Farmer In The Dell. Doing finger plays, she tried Five Little Cookies but made no attempt for the Bear Hunt.
- July 2 - No problem with the greeting. Beaded a necklace today. Still puts too much paste on her strips for a flag. Final product was not discernible. At snack still did not know which was her table but had no trouble in folding her hands. Sat on the rug a little more but would often drift back to the beads.
- July 3 - Came with her mother again. Mrs. Kiefer believes Sandy is retarded in some way. Sandy went around the room collecting things and putting them in a cloth bag and the baby carriage. It seems that she does most of the messing of the toys. She keeps drifting away from the class so Kelly was appointed to bring Sandy back to the table or the rug. Mrs. Kiefer noted that Sandy likes to work around the play area so she tried to get Sandy to clean the floor around the easel. William saw Sandy out of her seat and tried to bring her back to me. At the snack I told Sandy not to eat her cracker until after the prayer three times but she'd keep on eating it. On making a hat for art, she had great difficulty in using the scissors.

Sandra C. - 2

- July 6 - Says good morning quite well now. During the art period Sandy was to let the paint drip on the paper but even after helping her she would paint strokes. Still eats her cracker before the prayer. Used a firm voice but it made no difference. On the rug she would sit next to me and put her head on my lap. But at rest time she would not keep her head on the table. Can not stay in line very well.
- July 7 - Greeting and goes back to the kitchen. At rest time I had to tell her five times to get back in her seat. Ate the cracker before she was allowed and today did not finish her milk. She was the first person to use a tambourine and knew how to strike it without anyone showing her. On the rug she does not volunteer at all. Mrs. Kiefer had everyone say "I am here" when she called their name but Sandy did not answer. Had a parade in which Sandy would constantly be out of line. Mrs. Kiefer got firm with Sandy and it did help.
- July 8 - Walked around gathering toys again. During the clay period she could not make it into a ball. My clay was softer so I switched with her. Kept on saying "I can't". "Try Sandy, I know you can," I would keep on telling. Did not make a snake or a pot. Asked me to make them for her. Later she tore off pieces and laid them together, which I complemented. At snack I saw her three times eating her cracker and told her to wait but she managed to finish it before we folded our hands. At the rug she sits up by the teacher in charge. I had my science box up there and she would be constantly going through it. Talked about the eyes today and asked Sandy if she would stand up and show everyone her beautiful blue eyes. She came after a great deal of coaxing but still seemed shy. Tried to have her count. Can say four and five but does not repeat the others too well. Quite frequently during the morning she would say, "Can I take it home to my mommy?", referring to the clay.
- July 9 - Can not manipulate clay well yet. At snack Sandy finally said, "Can I eat my cracker yet?" Told her no and she waited until I told her that she could. Is starting to stay on the rug a bit more. I am trying to work with colors and numbers but she does not always repeat or answer me.
- July 10 - Went to the park today and Billy was her partner. He was to keep her in line but she would pull him around instead. She ran to the ducks and the swans. I had a hard time keeping her at the picnic table until Mrs. Kiefer brought the milk. About three times while we were walking around she would ask me if we were going to the swings. Went on the slidy and the toddler swings.
- July 13 - She did not work well with finger paint at all. Spent time with her on numbers and had her repeat but she did not retain them until snack time. Asked her what animals she was on the farm bulletin board but either she did not answer or repeated someone else's. Definitely talks more but I have to have her say it twice before I can understand. Still messes up the kitchen and has to be told firmly to clean it up. She was able to pass out napkins one at a time. During the science concept of the sense touch everything felt "nice" to her. Stayed inside today for play because of the rain. Gave Sandy a ball and asked her to bounce it and catch it. Made absolutely no effort at catching it. Showed her how and then I bounced it to her and let her catch it. She really tried and seemed to

Sandra C. - 3

enjoy this. She caught the ball twice. She got so excited when I would bounce the ball to her that she would close her eyes, squeal, and throw her head back. Never saw her laugh and smile so much.

July 14 - Has difficulty with scissors yet. She can open and close them but can not cut paper. Pastes all over the paper even where it is not needed. Did not know any numbers but did know the color blue on the first try. At snack almost starting her cracker but then looked at me and waited.

July 15 - Did finger paint again. Plays with fingers on the paper but makes no specific design. Tried to have her make various hand designs but she made no attempt. During music she raised her hand and Miss Munch let Sandy hold stop and go signs in the song "I am a Traffic Cop." Held one sign up at a time but did not use the right sign at the right time. Was not afraid to see the bunny rabbit. She even petted it. Sat well when Mrs. Kiefer made the popcorn. Gave me a big smile and a thank you when I gave her seconds.

July 16 - At the farm she was not afraid to see any of the animals. At times she would walk along side of me and take my hand. Asked her to come and see the pigs with me but she said, "But I've seen them already." She went along with me anyway.

July 17 - First time she remembered my name without me telling her. When we play the piano to sit on the rug, Sandy always comes up to me and says, "What are we gonna do now?" At art time she put the feathers in the slit of the paper chicken and pasted it on crooked. When asked to make some scenery with a crayon all she did was scribble over the chicken and the manilla paper. Still having trouble keeping her seated on the rug. She usually wanders up front and goes through the things the teacher is going to show. Has to be told three or four times to sit down.

July 20 - Remembered my name again. Went around the room pulling a milk truck then played with the dolls. During art made a wagon with seven wheels out of precut circles and squares. Still puts too much paste on the paper. Almost opened her milk carton by herself instead of asking me to open it for her. Sandy is starting to sit on the teachers' laps on the rug. On the playground it got very hot and she asked to go in.

July 21 - Just said my name and forgot good morning. Messed up the kitchen again. When working with her wagon she remembered the word "thumbtack." Knew when she needed them and when she needed wheels. She was constantly kneeling at my feet while I was teaching. I had a hard time making her sit on the rug. During finger plays she sings along and fairly loud too. Does not know all the words but makes good attempts.

July 22 - Tried to do a puzzle today but did not get it together. Could not round corners on the paper strips for the airplane. Did not use too much paste. Still is asking, "What are we gonna do now?" Went to the water trough during snack time and filled a boat with water and attempted to throw it out the open window. The floor became soaked and three-fourths of her dress. Sandy did not seem fazed by any of this. During finger plays she participates the best. She acted as the Mama in The Three Bears. When

Sandy C. - 4

she went to the bedroom to check the bed she laid down and pretended to go to sleep. like Goldilocks. Told me she had eggs for breakfast.

July 23 - At the airport was constantly clinging to me and putting her arms around me. Often would ask me, "Are we going home now?" "Are we gonna have crackers?" She had to repeat the questions for me. On the way back on the bus she would sing along and do the finger actions. Even though I sat next to her on the bus she had to hold my hand.

July 24 - Was the first to arrive again this morning. Forgets good morning but knows my name. Did string necklace without any of my assistance. Did not say once, "I can't do it." Persists on sitting on the teachers' laps. Knew the color orange and received a lollypop at the end of the day.

General Comments:

Sandra is very friendly and easy to get along with. From the first day she learned to be more free with the teachers and always seemed eager to what we were going to do next. She has learned some what to sit on the rug instead of going back to the kitchen to play. She has a large head and may go to a special education class. She does not seem to mind school and all she seems to want is love and affection. In the psychologist's report I thought she would have lost or stayed the same but she did gain.

Pretest

Copy designs	Man
Year Level	Mental Age
3	3-3

Retest

Copy designs	Man
Year Level	Mental Age
3	3-6

GAINED

Student's name: Thomas R.

Teachers name: Lenore Carlier
Washington School

Descriptive Data: Thomas is a boy of four with blonde hair and devilish blue eyes. Although he seems to get into a lot of trouble for a little boy, he is a bright child, eager to participate. At times he shies away from the other children, but usually he is eager to be with them and to help them. Thomas does appear to be slow in mechanical abilities, but he is a lot younger than the others and this may be the cause of this problem.

- June 29 - When Thomas came in this morning he was very quiet. He sat by himself and did not play with the toys. Later in the morning he cried for his mother. He told me he wasn't coming back to school because he did not like it. On the playground he refused to play with the others and walked to the side of the school and cried.
- June 30 - Thomas worked well for a short time stringing beads. As he did yesterday, he refused to play with the group on the playground and began to cry. He has a friend, Norwood, from the other class and seeing Norwood reminds Tommy of home. Thomas was happy when he was given a chance to pass out the cookies. When we were in the group again and he was not receiving attention, Thomas wanted to go home. He became stubborn and cried.
- July 1 - When his sister brought him to school, Thomas did not want her to leave and followed her down the hall. When he was brought into the room, he sat and cried and finally got up and walked out. When asked where he was going he told me he was going home. After bringing him back into the room, he cried and pouted for a while and finally started playing with the others on his own. On the playground he played the games with the group. Thomas seemed to listen better today. He is very willing to do things.
- July 3 - Tommy's mother came in today, so he was easily brought into the room. He painted at the easel today. When two colors got mixed up I told him that they formed another color. Thomas was very fascinated by this. Thomas did not want to be in our parade. When told that he had to join in he did so without any fuss. He seems to be more satisfied at school, but still would like to be the center of the attention.
- July 6 - Thomas cried when he first came to school. After he settled down, he played well with the other children. Today, he seemed eager to participate with the group.
- July 7 - Thomas came into the room smiling today. He played with the group on the playground. He seems to be slow to catch on to new things, but enjoys them when he does. When he was scolded, he became stubborn, but returned to the group on his own.
- July 8 - Thomas well with the other children during free play. He helped Sandy with her puzzle when she was not able to finish it. He enjoyed playing with the clay and did well. He seems eager and listens much better than he did before. He calls out instead of waiting to be called on. He seems to enjoy school.
- July 9 - Thomas enjoyed finger painting, but when the paper ripped he got disgusted and crumbled the paper and threw it away. When he was told he could not

have another one, he cried. He sat in naughty chair and remained there until rest time when he returned to his table. He then participated eagerly the rest of the morning.

July 10 - Thomas enjoyed the park. He did not listen too well, but did not get stubborn when he was scolded.

July 13 - Thomas enjoyed finger painting again, and told me he was not going to ruin his this time. During rhythm time, he cried because he did not get the rhythm instrument he wanted. Thomas seems to be a bright child, but he has trouble manipulating.

July 14 - Thomas participated in everything today. He talked freely and was interested in all the things we did. He wanted to draw a tree, but said he did not know how. He wanted to be shown how to draw it. He seems to know his numbers and colors quite well.

July 16 - Thomas was scared of the animals at the farm. After he became accustomed to the large size of the animals, they fascinated him. On the bus, going back to school, he talked about the things he had seen at the farm.

July 17 - Thomas brought a key his father had given him along to school. Because he was restless, he began to play with the key during rest. When I took the key away from him, he pouted and fell off his chair. I told him to remain on the floor until rest was over, which he did but I think he enjoyed it since everyone was watching him. Later he cried because I would not give him his key. During art, Thomas drew a horse and a cow like he had seen at the farm.

July 20 - Thomas brought caps to school today. He gave a few of the caps to Donald and to Jeffrey, but refused to keep the others in his pocket. Instead of listening, he played with his caps, until he was put in the naughty chair. When he returned to the group he was better.

July 21 - Thomas had fun making his wagon, but became frustrated when the wheels fell off. He was cute, when he tried to replace them. Thomas does not sing, but goes through the motions of the songs and the finger plays. He participated in everything today.

July 23 - Thomas enjoyed the bus trip and the airport. He wanted to help me by carrying my purse as he had at the farm. He was very fascinated by everything he saw on the bus ride.

July 24 - Thomas acted shy when he first came into the room. He well with the group. During rest he was naughty and had to sit by himself. Most of the day he behaved well and participated.

Culminating Comment: Thomas is not really bad, just mischievous. He is interested in learning new things, and is able to grasp new information quite well. He adjusted quite well to the school situation after he let himself enter into it. The psychologist rated Thomas as poor in the pre-test. This I feel was partially due to the fact that he has trouble working with his hands. In the re-test, Thomas gained in his mental age, but not in his year level.

Student's name: Fernando G.

Teacher's name: Karen Kratzel
Washington School

Descriptive Data:

Birthdate - March 31, 1959

Nationality - Puerto Rican (He speaks both English and Spanish)

Family Education - Father (6th grade) Mother (1st grade)

Rank in Family - third in a family of four

School Adjustment - Fernando arrived every day quite bashfully, many times shying away from saying good morning. Other than that he appeared to like it.

Social Adjustment - Fernando stayed with Orlando all of the time, except for a very few encounters with the others.

Cooperation - He followed all instructions.

Ability with Hands - He can draw a man quite well and cut, paste, and fold just as well.

Contribution to Class - At times he would add to the discussion when called upon, but he never offered information.

June 29 - He was scheduled to be in the room across the hall, but he cried and wanted to be with a friend Jennie scheduled to our room. He stayed in our room and concentrated hard on two puzzles, drew two pictures, and took part in everything. He didn't offer any conversation unless asked. He remained alone most of the time.

June 30 - He volunteered to take part in nursery rhymes by playing the role of Humpty Dumpty. He was whispering to the other boys during conversation on the rug. He willingly takes part when asked. His parents didn't come for him when school was over. He occupied his time by playing with the trucks, but as soon as the subject was brought up he began to cry.

July 1 - When he arrived I mentioned the episode of yesterday to him, wanting to get a smile. However, he began to cry. At snack time he began to talk to me about his family and the families of the other children at our table. We had been discussing who speaks Spanish.

July 2 - He said good morning to me, but was blushing when asked to say Miss Kratzel. He played with the trucks during free play. His pasting in the flag making art lesson was very good. He whispered to the other boys during all group lessons.

July 3 - He went to the play area with Orlando and used the view masters. They argued in Spanish about whose turn it was for the various slides. He did well in folding and cutting his hat. He whispered again in the rug conversations.

July 6 - He was with Orlando until after snack time, and then he was alone. He listens and follows all directions.

July 7 - He was still reluctant to speak. He whispers to Luis C. and Luis M. At recess he didn't want to take part.

July 8 - He tends to stick with Jennie, Orlando, and Rosa during free play, but after that he's on his own. At snack time he remembered the English words we learned the day before. Those words were milk, crackers, napkin, and straw.

Fernando G. - 2

- July 9 - When working with clay he did everything I did and did it quite well.
- July 10 - He followed all directions on the trip to Saucan Park.
- July 13 - Absent
- July 14 - In art he did quite well pasting. At snack time he told me that he had a sore on his arm. He was talking during science and had to be scolded. He fell off of his chair at story time.
- July 15 - When Miss Blaschak showed him the turtle he backed away. He wouldn't touch it. At rest time Orlando was pinching him and he wailed aloud. When I moved Orlando, Fernando laughed.
- July 16 - He participated in the entire farm tour.
- July 17 - When he arrived he said that he wanted to color. He used several colors and drew a picture of a lady and a cowboy. The cowboy had holster, guns, and teeth. In art the project was to paste a chicken on the paper and draw a picture around it. He drew a ball and a man. At snack time he talked about his family, friends, and the families of the other children at the table.
- July 20 - When he came in he asked to color before he said good morning. When he was tired of drawing he got a Lone Ranger book. He said the horse in the story could go faster than any other horse, but not faster than a car. During art he said that his brother beat up his sister, and then his father beat up his brother. He made a truck and told me that the truck was carrying a table. At snack time he said that we would go on the rug when we finished, but he couldn't remember why. He was very interested in the bulletin board. He knew the truck, car, bus, airplane, but not the helicopter. At snack time he asked which way the bus on the picture was going to turn.
- July 21 - As soon as he came he asked to look at books. He looked at "Old Yellar" and then just sat. I asked him what he wanted to do. He pointed to the clay, so I gave him his. At snack time when each child was given mints he saved his for his family. Whenever Miss Blaschak called on him he would curl up on the rug and refuse to speak.
- July 22 - He seemed to enjoy making airplanes.
- July 23 - On the trip to the airport he followed the group and listened attentively to the guide. On the bus he said that he had a real good time.
- July 24 - He had no difficulty stringing noodles, however he said that he wasn't going to wear it as a necklace, but around his wrist.
- General Comments - Fernando is essentially shy both with adults and children. In the beginning he tried to make friends with some of the boys, but they didn't seem to take to him. Therefore he kept to himself after the first week. When he did answer in class he was usually right. He appeared to like to do work with his hands. He also seems to enjoy discussing his family in comparison with those of the other children.

Fernando G. - 3

Fernando's scores on the tests were as follows:

Pre-Test		Re-Test	
Copy Designs Year Level	Draw a Man Mental Age	Copy Designs Year Level	Draw a Man Mental Age
4-5	3-3	5	5-6

Fernando had made a definite improvement.

Student's name: William G.

Teacher's name: Dianne Munsch
Washington School

Descriptive Data: Billy is an extremely bright little boy. He is always neat and clean and is quite well-mannered. He is, however, very attached to his mother and is reluctant to leave her. When forced to do so, he becomes very emotional and may become sick. After he is oriented in the classroom, however, he becomes a leader of the class and appears to be an entirely different person.

- June 29 - Billy was the biggest surprise of the first day. In the beginning he only cried and kept telling me that he didn't want to do anything. At snack time, however, he passed out the milk, and by the end of the day he was filled with confidence and leadership.
- June 30 - To my dismay, Billy came in kicking and screaming again this morning. He finally quieted down when he was allowed to paint on the easel. As the day went on, he became his old self again and was quite active and eager to participate.
- July 1 - Billy came in screaming again, but was quieted in a short while.
- July 2 - Billy came in crying again, but this time I tried to calm him down myself while Mrs. Keifer spoke to his mother in the hall. To my surprise, he responded quite well and set to work painting a picture for me.
- July 3 - Today Billy greatly shocked and pleased me when he walked into the room with a bouquet of flowers and said to me, "I came into school all by myself and I didn't cry and these are for you."
- July 6 - Billy was the only one who saw something in his ink blot. He said it looked like an eagle.
- July 7 - Billy is constantly seeking my favor and is so overly helpful that it is beginning to get on my nerves.
- July 14 - Billy is becoming quite a handful. He does anything and everything to get attention and gain favor. In his great haste to do right, he spills things and does a sloppy job when I know he is capable of much better work.
- July 16 - To my great surprise, Billy came in hanging onto his mother and crying. I had quite a time quieting him down and getting his mind off of his mother who promised to stay right outside the door.
- July 21 - After talking all week about going to the airport, Billy was absent today. I kept watching for him at the door, and when he didn't come, I was sure that he must have been sick.
- July 24 - I found out today why Billy missed the trip to the airport. He had gone swimming after school on Wednesday and contracted a foot infection. His

William G. - 2

mother wheeled him to school for a while this morning in a stroller so that he could visit us. His foot was all wrapped up and he was the center of attention, which he thoroughly enjoyed.

General Comments: Working with Billy for four weeks was certainly an exciting challenge. Although he showed no improvement according to the compared test results, I feel he came a long way in the short period. He is well on the way to conquering his emotional problem, and with much confidence in himself and assurance from his teachers, he will make good use of his talents and abilities.

Student's name: Ramon R.

Teachers name: Miriam Rau

Washington

Descriptive data: does not speak and understand much English, well-dressed, Puerto Rican, shy until he gets to know the people and surroundings.

June 29th

When Ramon was brought to school by his mother, I noted that she spoke only Spanish to him. When I spoke to him in English, he seemed to understand; however, did not say one word but only responded by shaking his head. Ramon became a friend and leader to John for a while.

June 30th

Ramon did not speak unless asked to say something. The only time Ramon said anything was when we were playing outdoors. The activity was bouncing the ball. The procedure was to bounce the ball to a specific person and express whom they were throwing the ball to. Ramon had the ball several times, threw the ball but would not express himself. At one point, I asked Ramon who he would like to throw the ball to. He replied "John." I then asked him to say "I bounce the ball to John" which he did; however, he spoke softly and not too distinctly so as everyone could hear.

Very often when the others are in a group situation Ramon wanders away and usually heads for the play area. Particular pieces which caught his eye and fascinated Ramon were the see-saw and rocking boat.

July 1st

During free play Ramon was occupied with one puzzle. He was having much difficulty putting pieces in the correct positions, but Ramon still worked on it rather than going for another puzzle.

For art today we were in our individual groups which consists of about 5 or 6

children. I had the children using paints while the other teachers worked with clay etc. When I was explaining what we were going to do, I noted Ramon had a tendency to wander in mind. Since we were working with paints, smocks were a necessity. John happened to have a different smock from the others and when this was noticed by Ramon he laughed and pointed at John. As to Ramon's work it was quite nice as all the rest. He was proud of himself for having such good results. After Ramon dropped some paint on his paper, folded his paper, he opened it and surprise and happiness seemed to fill his face.

Ramon was selected to pass out the graham crackers in preparation for the snack. We told the children to say "thank you" when they got their cracker etc. I went around with Ramon to show him exactly what to do and say. Sometimes he would mumble the words "thank you" or sometimes he would get it mixed up with "you're welcome."

Ramon still wants to go back to play in the sand when the others are in a group for singing, science, art etc.

July 2nd

Ramon's flag turned out to be alright. That is, his field was on the correct side and he had alternate stripes on his flag. Throughout the making of his flag he was very fussy about the dried paste on his hands. Ramon constantly asked for towels which he would immediately throw in the wastepaper basket. However, if not watched he would play with the pencil sharpener and venture on to the sand table. Helped clean tables after art. Difficult to keep his attention during science which dealt with looking, feeling, and smelling things such as feathers, stones, garlic, corn, etc.

Noted that Ramon speaks Spanish a lot to new girl Evelin and Vashti.

July 3rd

During free play Ramon was putting a puzzle together. An acorn was in it, so I asked Ramon to go over to our browse table find one just like the one in the

Ramon R. - 3

puzzle. We had just talked about the acorn yesterday, so I thought this would be good reinforcement. Well, Ramon just sat there and shook his head yes. I then proceeded to ask him again but got the same results.

July 6th

In art the children folded a piece of paper in fours and then proceeded to color each block in a different color. Ramon's folding and manipulation of the crayons was fair. He could not color so as to cover all the "white spots."

Asked Ramon if he could tell me why Vashti was not at school yesterday. Ramon shook his head yes but did not respond verbally. I kept asking the same question in different forms and each time I got the same reaction.

July 7th

Today after snack I read part of the story "Come to the Pet Shop." I was amazed with Ramon because for the first time he was talking freely and this time it was in English. The individual groupings seem to work wonders because when Ramon went back into the larger group he seemed to lose interest and wandered again.

July 8th

Ramon drew a man while finger painting. The face was represented by a large circle. Within the large circle were 2 smaller circles as eyes, and also circles for the ears and hair. The interesting part is that all parts were in the one big circle even the ears.

July 14th

I asked Ramon why he was not in school yesterday and I received the usual shaking of the head.

July 15th

Today Mrs. Kiefer had the children make a face consisting of cut construction

paper as the features. Ramon was quite interesting in this in that he cut out the shapes of the features fairly well but placed the mouth in an up-down position alongside the eyes and nose.

July 16th

I gave Ramon the responsibility of carrying corn to feed the cow on the farm. He held on to it so tightly and it seemed that he was just so proud to be the one to carry the corn.

July 17th

Today Ramon went straight to the stringing beads when he came in this morning. I went over to Ramon and asked him the different colors and shapes of the stringing equipment. It seems the only color he knows is yellow.

When Krissie, JoAnn, John, and Mabel were singing Old MacDonald's Farm while rocking in the boat, Ramon, it seemed unconsciously, joined in on the e-i-e-i-o.

July 21st

Ramon decorated his Indian head band with half circles only.

July 22nd

Ramon selected to put all small-sized macaroni on his necklace. He seemed to enjoy this activity even if it was a bit tedious, after all, it was very comparable to stringing beads which he does in the morning. However, it was taking quite a long time, so I helped him in order that he would not get too discouraged and would have enough time to paint his necklace.

July 24th

In art, the children were to take a previously made airplane, place it on paper and color around it. Ramon had difficulty holding his airplane and coloring at the same time; consequently, his results did not look too much like an airplane. In

Ramon R. -5

spite of this he wanted to make another one which surprisingly enough was much better.

General comments: Ramon began his schooling with a great handicap in that he could not speak or understand much English. The program has helped Ramon in that he was associating with people everyday who were speaking English. This condition, one might say, forced Ramon to speak the language himself. Also, it was beneficial to him in that he was given the opportunity to express himself.

I definitely feel that Ramon has come a long way socially more so than intellectually. However, he did gain in the latter part which was evidenced in the results of the retest.

Ramon's attention span at the beginning seemed almost nil. Whether this was due to maturation level only or complicated by his language barrier, I am not sure, but I believe it is a combination of both. The thing which is apparent though is that when Ramon started school he only wanted to play. Toward the end he would be found participating in the learning situations freely and happily. Generally, he has improved in such things as following directions, cutting, playing with others, sharing, and other aspects mentioned previously.

Student's name: Donna M.

Teachers name: Judith Weidner
Washington School

Donna is the third of five children. She suffered from polio when she was smaller and now wears a brace. Her right side is afflicted in that some of her movements are spasmatic. Otherwise, Donna is a normal girl. She did everything that all the others did. She climbed on the seesaw by herself, and when she fell, she picked herself up.

Donna is a very happy little girl. She has had some experiences at home which were evidenced by her ability to name colors and recognize number groupings. She talked of television programs that she particularly liked, including Red Skelton as Freddy the Freeloader.

During freeplay Donna amused herself with the puzzles and stringing beads. By the third day she could put together all the puzzles in the puzzle box with little hesitation. She was always cheerful and was friendly with all the children and in particular with JoAnn and Krissie.

Donna used her left hand due to her affliction in the right. She did very well in art and seemed to enjoy herself. Her drawings were usually easily recognizable and she used minute detailing for a four year old. The day the class drew faces, Donna mentioned right away that the faces needed eyebrows, hair, and ears.

Donna was not reprimanded during the entire program except to be asked to sit down. She was very cooperative in every detail. She followed directions explicitly and was attentive. She was always eager to learn new things. She had some trouble with scissors, but not as much as I had anticipated. Perhaps she had used scissors before for therapy in her hands.

Music was a favorite of Donna's. She knew many of the nursery rhyme songs when she came to school. Many of the other children did not. She enjoyed acting out the songs as all the others did. She was very good at marching and keeping time with her feet.

Concepts may have been a bit prolonged for Donna for she knew how to count and recognize colors when she came to school the first day. However, she never showed any boredom during this period and was frequently called upon for answers.

Although on the record Donna was listed as an organic problem, none was evident to this teacher. She would go to the bathroom when she had to be herself, and she did not go excessively as did some other students.

The day Donna got her new brace we were not to expect her at school. At 10:30 Donna and her mother came to school. Her mother said that she wanted to come and later showed the rest of the boys and girls her new brace.

6-30-64

Donna came over and said Good Morning to me immediately upon arriving.

7-2-64

Donna, Krissie, and JoAnn helped each other with puzzles during free play. A piece that one could not get, another did.

Donna M. -2

7-9-64

Donna got a new brace, and reported back to school to show everyone.

7-17-64

Donna brought rosebuds to school and helped to put them in a vase.

Donna was brought to school by an older sister, and one day by her mother.

According to the re-test Donna accelerated 9 months.

Her mental age during the pre-test was 4-0.

Her mental age during the re-test was 4-9.

Donna knew how to get along with others before she came to school, but she learned to talk with other little girls and play with them happily while at school.

Donna is a happy child and because of her eagerness, she was wonderful to work with.

Student's name: Christina Q.

Teacher's name: Virginia Katchur
Rosemont School

Descriptive data:

Age: $5\frac{1}{2}$ - (2/1/59)

Are father and mother living together? No.

Child stays with grandmother.

Mother is looking for work.

Number in family 4. Rank in family 4.

Gets along with other children very well.

Gets along with adults on an average rank.

June 29 - Christina volunteered to teach us "Steamboat" game and carried through very well. She was modest about it but willing.

June 30 - Saluted the Flag but gets mixed up with her hands.

July 1 - Today we corrected the children and had taken each of those struggling and placed their hands (right hand) over the heart. Christina was willing to participate throwing ball but at times stood watching while others played.

July 2 - Chubby-cheeked Tina brought "Chattie Kathy" in for "Show and Tell" time. Takes care of things but is not selfish. Left the girls handle the doll but just asked them not to break it.

July 3 - This child likes to work slowly and says "I want it to get nice." She took her time making her patriotic hat and she did a good job.

July 6 - Christina is either painting her cousin, herself or her friends (always people). Loves to gather little stones outside. This child cannot rush. She wants everything to be real nice or else shows dismay.

July 7 - "Can I have one more ride before we go?" asked Christina often at the park. She wasn't any problem.

July 8 - Finger painting was lots of fun for Tina today even though she was careful with her dress. She placed a paper towel down the front of her neck without anyone suggesting. Often she remembers to protect her clothing.

July 9 - When the pinwheel fell from her pencil, she wished it would stick better so she could take it home.

July 10 - Christina hates to rush doing her pasting on squares, circles, etc. on construction paper. "Give me some more time," she begged. Seemed shaken when she tried to hurry.

July 13 - Absent.

July 14 - Asked to paint at the easel. This child really hates to be rushed.

July 15 - Was interested at the farm but wrinkled her nose and stuck close by.

July 16 - On her picture of the farm she wanted to make sure to include the cow's "milk thing."

Christina O. - 2

- July 17 - Tried to help Edmund with his aeroplane. Christina now trusts herself a little in making nice work.
- July 20 - I asked her if she would hunt for her name on the chair. She wanted to know if that was her long name (the last name was foreign to her). Several times she attempted to make an association of some sort to be able to find her chair.
- July 21 - Followed directions beautifully. Had enthusiasm to examine every aeroplane at the airport. Always tries to get Donna to hold her hand as I direct them. Hates to sit at table furthestest away from our snack supply table as the "first table always gets the milk first."
- July 22 - I made sure I shifted her chair to the first table today.
- July 23 - Wasn't satisfied with her attempts of gingerbread man cutout. Finally asked us to make an outline for some of the parts.
- July 24 - Christina ~~was~~ so happy when I traded my green cupcake for her chocolate icing. Said she liked this school.

Comments:

Christina does talk a little now without coaxing from an adult. She did initiate some conversation with me and a few peers. On the whole she operates on a slow keel but at the airport she was bubbling with enthusiasm. She constantly strives to be careful with her clothing and constructions of any type in our work activity period. Apparently she has been drilled on being careful because this is always her first concern. She has gained confidence in herself and tries before she says "I can't." Christina observes quite a bit without a person realizing same. For instance, every day she tried to sit at the table nearest to the milk but was often obedient and left that table when asked without a murmur. However, when we tagged the chairs and she thought all chances were lost she spoke up but didn't frown. Next day she was happy to see the tagged chairs moved around and she made it to the first table. It appears to me that she has gained both verbally and socially.

Student's name: Carol B.

Teacher's name: Suzanne Remaly
Rosemont School

Descriptive Data

Carol's family consists of her parents, a sister, and a grandmother. Carol appears to be a very nervous child and she does have difficulty in following directions and answering questions. Often she repeats what others have said or questions that others have asked her. She frequently shifts the tone of her voice from a high shrill to a low grumble.

Anecdotal Record

- June 29 - Carol didn't play with the other children nor did she remain at one toy for more than a few minutes. She frequently wandered away from the rest of the group. She also refused to do what the teachers had told her to do.
- June 30 - Carol remained very stubborn again today and she would not sit still for very long. She often wanders back to the coat room and stares at objects there. None of the teachers are able to get her interested in anything.
- July 1 - Although Carol still remains stubborn, she behaved slightly better today. While the other children were fascinated as they worked with their plastiline clay, Carol roamed around the room and left her clay at her place at the table. Although I tried to get her to come back to the table, she continued to wander. She is a very observant child for she notices everything and seems to enjoy looking at new and strange things.
- July 2 - Carol tried to run away several times while we were on the playground. She did respond more favorable when reprimanded.
- July 3 - Carol seems to be adjusting slowly to school life although the name heard most from the teachers is Carol. Today she did play with other children during the outdoor play period.

July 6 - Carol hesitated when my group began finger painting but she finally got the idea of it. She was quiet and less restless while she finger painted. She is also beginning to obey orders and to play better with others.

July 7 - Carol was somewhat better behaved today. At Saucon Park she was more than eager to ride on the spiral sliding board, but when she was nearly half way down she stopped and began crying of fright. Since it was impossible to reach her from the ground, Mr. Schmoyer climbed the pole of the sliding board and helped Carol down. As soon as Carol was off the sliding board she laughed loudly. I noticed that she appeared quite excited and upset so I made her sit on my lap and rest a while. Later Carol did enjoy the other playground toys that were at the park such as the seesaw and the swings but she often forgot to hold on when other things attracted her attention.

July 8 - Carol enjoyed the wet finger painting even more than the dry finger painting. She stayed with the group until the conclusion of the activity time. This was very unusual for Carol. However, I have seen much improvement in her behavior since the first day of school. She isn't as restless as she had been before and she can become interested in activities for longer periods.

July 9 - Today when the entire class made pinwheels in the gymnasium, I told my group to cut along the folds in the paper but not to cut inside the circle drawn on the paper. When I had gone for the stapler and quickly returned, I found that Carol had not followed my directions and had cut right through the circle while the others were cutting the way I had shown the group. Despite this Carol was very eager to make a pinwheel, so I explained the procedure to her again and I closely guided her at each step.

July 10 - Today when my group of five were pasting paper scraps on a full sheet of paper for designs, I told them to be careful not to get paste on the top of the pieces and I demonstrated the pasting. The children began and after I had helped John get started I checked on Carol and I found that she had pasted a piece on her paper and she went on to smear paste on the top of the piece. I gave her more guidance but her final work was not up to the level of the other children in my group.

During conversation time Carol left the group, went to the toys and got a hair comb. When she returned to the rug, she said, "Look! I got it!"

Carol played tag with the other children on the playground today. However, she became very excited and laughed and ran in all directions.

She tried very hard to learn the song, "Are You Sleeping," during music time. She sat attentively during the entire singing lesson.

July 13 - Carol didn't follow any of my instructions today when my group made paper stencils. She was very excited about cutting but she cut the way she wanted rather than the way I had told her. I explained it three more times and gave her three new sheets of paper until her last attempt came a bit closer to what I had intended. Carol appears very eager to do most of the activities we have but she is impatient and unable to follow instructions and to learn from demonstrations.

July 14 - Carol didn't follow Miss Bittner's instructions during the rhythm stick lesson today. Carol would continually beat the sticks when Miss Bittner had told the class not to.

This morning when Carol came into the classroom she came over to me and threw her arms around me as she had seen Brian do.

Carol B..-4

After school today Carol's mother called several times for her to come but Carol didn't pay any attention and continued running with other children.

July 15 - Carol continually running away from our group on our visit to the farm until I made her hold my hand and walk with me. She became very excited when we saw the animals at the farm. She was well-behaved on the bus rides.

July 16 - Carol again ran to me this morning to hug me. Today we had a parent meeting and when Carol's mother had gone with the other mothers, Carol began calling in a weak voice for her mother. Even after the meeting and after Carol's mother had left, Carol continued calling for her.

July 17 - During our outdoor play period Carol was chosen to be in the center for "Little Sally Water." She was very excited about it but she didn't do the proper motions at the proper times. When we sang "wipe out your eyes," Carol began turning around and around as she pointed.

She had a difficult time cutting the design for our paper airplanes today but after I had drawn a line for her to follow and I guided her she was able to make an airplane. Her completed plane was not up to the level of the other children in my group.

During show and tell time Carol went with the others to get their surprises but she hadn't brought anything.

When someone talks to Carol she often repeats what that person has said. For example, Mr. Schmoyer told Carol that she already had a turn to hold the flag and that someone else must have a turn. Afterwards, Carol sat at the table saying in a real deep voice, "Already, already, already..."

July 20 - Carol answered "Here I here," when Mrs. Katchur called her name for attendance.

As Mrs. Katchur sang a new song to the class today, Carol tried singing along although she didn't know the song. Carol sang in a loud but high voice and it appeared as if she was imitating the soprano voice of Mrs. Katchur.

July 21 - Carol was very excited to see the airplane land at the airport but she had been terribly restless while we waited for it.

When Carol disappears lately I know just where to look for her. She'll be at the sink washing her hands for she frequents this area to see how soapy she can make her hands.

July 22 - Carol answered "I'm right here" when the psychologist called her name before the testing today.

She started drawing even after the psychologists told the class not to. After she had completed the test she began putting dots all over her paper until her paper was taken from her.

During the testing the psychologist asked Becky if she was finished. Carol then stood up and called out, "Becky, Becky, Becky."

Carol enjoyed doing the "Looby Lou" although she was unable to do all the motions. When I helped her she caught on better. She then got very excited and said, "Look! I did it!"

When we made gingerbread men, Carol was able to cut along the lines I had drawn for her. This proved to be the best work that Carol had done so far because she actually followed my instructions.

For the first time Carol did not get off the rug when the other children went for their show and tell items. However, when Tommy showed his toys, Carol went to the center of the circle to touch them.

July 23 - Carol followed directions well today when we finished our gingerbread men. She even painted a face on it that showed she had improved greatly since the first day.

At lunch time Carol asked if we were going to the airport today. She spoke in very clear and understandable language which is unusual for her because she mumbles most of the time.

July 24 - Carol enjoyed our party today. She did well in making a paper bag puppet, a place mat, and a hat. She was especially excited about the puppet. She put it on her head, went to the mirror, and jumped for joy at what she had seen.

She followed directions better today but when I asked her if she wanted to make a wolf puppet or a pig puppet she continued to answer "Yes."

Concluding Statement

Carol seems to be a very nervous and emotionally disturbed child. She has made gains in working with other children although her vocal response is not frequent. She still has difficulty following directions and answering questions, but it can not be denied that Carol has definitely benefited from this program. However, I do feel that she will need special care when she enters school.

Student's name: Ruth K.

Teacher's name: James Schmoyer
Rosemont School

Descriptive Data: Age 4 years - 9 months. Ruth is the second child of four. Parents living together although the father is unemployed due to a heart condition and the mother is away at work from 9 a.m. to 6 p.m. every day. Ruth is a small, average weight, brown haired child who gets along well with other children.

- June 29 - Ruth played by herself most of the time. She was quiet, did not speak to anyone and slyly watched the other children play.
- June 30 - Ruth still won't play with anyone, but enjoyed playing by herself with a doll. When Donna tried to join in with the doll play, Ruth took the doll and went away.
- July 1 - Enjoyed playing "Ten Little Indians" but still said nothing to anyone.
- July 2 - Ruth brought a fourteen inch stuffed gold fish for "Show and Tell." She showed the fish, but said nothing about it.
- July 3 - Still will not say "Here I am." for roll-call. When no teacher is looking she will talk a little to her peers.
- July 6 - Ruth brought the stuffed fish today, still said nothing about it.
- July 7 - Ruth enjoyed the trip to the park. She didn't want to leave the sliding board.
- July 8 - For the first time Ruth answered "Here I am." for roll-call.
- July 9 - Again Ruth said "Here I am." Ruth is now starting to play more with the other children.
- July 10 - Ruth brought the "Gold Fish" for "Show and Tell." Still said nothing, but this time held it up high for the children to see.
- July 13 - We cut paper for a pin wheel. Ruth could not use a scissors. Had to have a great deal of help.
- July 14 - I noticed Ruth standing outside at about 8:40. I opened the door, said "Good Morning." She smiled and came inside.
- July 15 - Ruth stayed close to me while on the trip to the farm. She and Dwayne kept fighting over who was to hold my hand. William had my other hand. She had come to school at 8:30.
- July 16 - Ruth brought her gold fish again today. No answers to our questions.
- July 20 - The gold fish came again. She would not tell us about it. When the class saw the fish they started to laugh.

Ruth K. - 2

July 21 - Ruth came early as usual. She seemed eager to go on the trip.

July 22 - Today Ruth had the goldfish again, but now she told the class it was orange. The children laughed even more this time, but Ruth laughed with them. This was her last day at school, the family left for their vacation.

Comment - Ruth's mother claimed she was a tomboy. We didn't find it so, but thought she was one of the shy children. She brought a gold fish to school many days, but we never found out the significance it had for her. It did one good thing. It helped get her over some of her shyness. She was a good sport, when the class laughed at her, she could laugh with them. She must have enjoyed the program, because after the first week she came to school early.

Student's name: Randall S.

Teacher's name: M. Jayne Bittner
Rosemont School

Descriptive Data: Randall is the second child of four. He is a shy child and enjoys doing things which include himself only; he hardly ever plays with other children. His hobbies include watching TV and books it was revealed in the screening. He seems to be an introvert and remains an outsider during activities. Although I tried my best to introduce Randall to new learning experiences, it appeared that he refused the opportunities. During our art activities in the program, Randy exhibited this behavior. Instead of participating freely, he had to be coaxed; at these times he displayed hardly any enthusiasm or creativity and if special attention was not shown to him he remained an outsider. Being a very soft-spoken child, it is sometimes difficult to understand him. It appears that his problems as an introvert, quiet and shy child were caused by the adults in his environment who do not take time to listen to him closely. I noticed that even his mother doesn't bother to understand him. When he tells her something which is inaudible, she responds by ignoring him or simply saying, "Yes, Randy." It is a very sad case, I feel, since Randall's problem in communication is not listening, for he is a good listener, but expressing himself to others.

- June 29 - Randy came with his mother and older sister. He stood in the corner until I asked him to join us on the carpet. He didn't play with the toys as the other children did.
- June 30 - Today we played outside and Randy took his turn on the see-saw, however, he would not participate in any group games. He loved the painting experience. He stands in the background and waits to be called upon instead of asking for a turn.
- July 1 - Randy seems withdrawn. He sucks his thumb a lot.
- July 2 - Everyday Randy is dressed very nicely and looks very clean. When I tell him how nice he looks he does not comment or say thank-you. He just smiles and sucks his thumb. Mr. Schmoyer read a story on the playground and Randy sat and listened the entire time. I asked him if he would like to look at books and he answered, "Yes!"
- July 3 - Randy enjoyed making his hat for the fourth of July; however, he needed help to cut the construction paper. The only words he says are "yes" and "no." If I ask him about anything and search for an answer, he smiles but will not talk.
- July 6 - Today we made school buses and Randy seemed really absorbed in the activity. He whispered to me, "Are we going on school bus?" So to encourage him we discussed colors. He knew the school bus was yellow and orange.
- July 7 - Randy is very pleased that he can buckle his belt alone; he does not want any help. Our trip to the park was a thrill for him only because we went on a bus. He had no interest in the rides on the playground, but enjoyed the ducks. He counted five ducks then stopped. He told me, "I like school buses."

- July 8 - Miss McCreedy taught a new song today and pushed Randy into the center of the circle. He cried. He does not like to be pushed into situations where he is the center of attraction.
- July 9 - Today it rained and we played in the gym. Randy did not wish to participate in the games. I tried to encourage him, but he wanted to stand aside of me and watch. Someone pushed him and he cried. When I asked Randy to help carry something for me he was right there-ready, willing and able. Later he said, "Can I help you?" I let him carry the waste-paper basket and collect the containers. He enjoyed it.
- July 10 - Randy will not join an activity unless he is left alone to decide for himself. He loved the story, "The Jolly Barnyard," and asked me, "Are you gonna tell it again?" I told him I would read it to him Monday when we had time. He was satisfied. He loves to listen to stories and will sit quietly for a long period of time(much longer than anyone else in the class.)
- July 13 - When Randy came to school this morning he told me about his mommy, "She's sick in bed. We called the doctor," "I have a cold too." "Mommy doesn't work."
- July 14 - When Miss Remaley told the story of "Peter Rabbit" Randy was fascinated.
- July 15 - Randy wanted to know, "Are we going on the bus?" At the farm I told him to take Sammy's hand and stay with the group. He listens so well that Sammy became very angry when he would not let go of his hand. Finally Sammy escaped and Randy said, "He run away!"
- July 16 - Today we drew pictures of the farm. Randy drew a picture of the chickens. He told me how many he drew, "There is four of them."
- July 17 - You could not have seen a happier child than Randy after the dramatization of the "Three Bears."
- July 20 - Today Randy wanted to know, "May I take home my flowers?" He's very polite.
- July 21 - We visited the airport and Sammy and Randy has a fight while holding hands again. I separated them and told Randy to take my hand. He is such a good little boy, but I don't know how to get him to talk more.
- July 22 - Randy has a cold. During show and tell he began crying for no apparent reason. I knew something was wrong. He had a fever so Miss McCreedy took him home.
- July 23 - We made Gingerbread Men yesterday and will paint them today. Since Randy was sick, I made one for him and he painted it. He is still sick and has a fever. He shouldn't be in school.
- July 24 - Randy still has not talked, but when he smiles you know he is enjoying himself. He sucked his thumb a great deal today. He is still sick..

Randall S. - 3

General Comments: Randy is a very shy and quiet child; however, he is an excellent listener. He enjoys listening to stories and watching the group play games, but does not wish to participate himself. He does average work in art activities if he is encouraged. If he is ever forced to participate in any activity he will resist and may end up crying. I feel particularly sorry for him because it seems that nobody pays any attention to him because he speaks so softly. He speaks in a whisper and needs special attention because of it; it appears that most people ignore him for it. His mother has expressed her concern about this problem; however, she, herself, fails to listen to him. During the four week program I tried to create situations which would enable him to express his feelings, but he did not wish to express them. I feel Randy needs someone who has a special concern for his problem and understands it so that he can be helped to learn to express his feelings. Randy may appear to be a well-behaved child, but this is because he never released his emotions in play or laughter which is normal for a child. I sincerely hope whoever has Randy in the classroom this September will help break the barrier which he has created, and aid him in establishing a two-way process of communication.

IV. THE STUDENT TEACHER

SELECTED REPORTS

June 29 - I felt things drag today. We just didn't have enough planned. I got a few of the children to play together at the table, with the dolls, and at the stove. Kim stopped crying when I helped her iron the doll's dress and feed the doll. She finally smiled when I asked her to have a cup of coffee with me. She sat at the table with the rest but kept holding my hand. When we went down to the lavatory, she suddenly turned hostile because I wouldn't lift her up to look in the mirror. I had lifted Mary Jane. I shouldn't have shown one child special attention, but it was getting late so I told Kim we didn't have time. She ran to Nancy, hugged her and said, "I like you." She ignored me. When we went upstairs, she spanked me. By the end of the afternoon we were friends again. I wish we could have observed a day or so before jumping right into this thing.

June 30 - Things went better today because we had more planned. We must establish a routine so the children know what to expect. We will get better cooperation that way.

July 1 - I felt that we should have had more attention during the film. Nothing I said could quiet them. Hardly anybody (except Jim) could answer the questions about the filmstrips. We had to show three filmstrips because the mothers were in our room. We started to show another one - "Little Toot." We almost had complete chaos so we stopped on the fourth frame and took the children to the lavatory. By the time we got upstairs the mothers had left. Thank Heavens! We had our room back again.

The rhythm lesson was a great success. First we clapped to the records we had walked, skipped and marched to previously. They "felt the beat" so we distributed the sticks and played them to each rhythm. We marched and played the sticks also.

Oh, that stupid clay! It was so hard and crumbled every time a child tried to squeeze it. Nobody could make anything. Miss Todd said she would get us some more.

I was glad I got Miguel to help Carlos. He finally smiled.

July 2 - We weren't too well organized. We had a dull conversation about what we would see when we went for our walk around the neighborhood. I was talking to some of the children when all of a sudden the others got up and walked to the other room to see a filmstrip. I wish whoever gave the order wouldn't have done it so soon because I felt the conversation was not completed. The children were not prepared for the walk. In addition to the exercise, I don't think the walk was very beneficial. We played outside today. I think we could have done without it since we went for a walk.

During the filmstrip Miguel stayed in the room with Carlos. They talked together. My plan is to use Miguel's friendliness and facility in Spanish and English to draw Carlos out.

July 3 - Today Mary Ann cried a lot. I can't talk to her because she doesn't understand. I can't yell because I know she doesn't mean to disobey or be difficult. I just don't know how to get through to her. She always has that foggy look in her eyes. I feel so sorry for her and want to help her. She needs patience and understanding. I think she is retarded. Children were interested when I explained the postcards I had (Liberty Bell etc.) I should have waited until I was completely finished before passing them around, though.

July 6 - Today I got the kids together on the rug for conversation - all of them but Kim. She stayed in the kitchen corner, screamed, and threw things on the floor. I talked to her from the rug, and went over to try to bring her back. She resisted and made more noise. I couldn't let the others just sit there so I went to the rug and told them to ignore Kim: she was naughty. After conversation we had lunch. Kim and Miguel acted up this time.

Pat told me he'd bring a book in tomorrow. I hope he does. It will be a good opportunity for him to talk to the others.

July 7 - Pat brought his book in today but said he would tell the story to the class tomorrow. Maybe he is stalling. I almost goofed when I wanted to let someone else use Richard's apron. I forgot how possessive some of these children could be until I looked at him. Some of the children had not yet returned their permission slips so we wrote them out and gave them to these children again. I hope they come back signed this time.

July 8 - Since we would be going on our first bus trip soon, we pretended to board, sit and get off a bus. We used the rocking boat (upside down) for steps and arranged the chairs like seats on a bus. We had a driver etc. The children loved this and behaved well. They learned to stay with their partners, board the bus one at a time etc.

My hands looked like they were dripping with blood after I helped with the finger painting. It sure is messy, but lots of fun.

July 9 - It rained and we were supposed to go to the park. What a disappointment for everyone. We had to plan a new day. Miss McCreedy helped us by suggesting cut paper construction. The children used squares, triangles etc. to make pictures and pasted them on paper. We turned the day into a lesson on rain and weather. The book Rain was terrific and I used it to start the conversation. The children were really attentive. Nancy had to take Kim out of the room. I asked if someone would invite her in. Mary Jane did. She came in crying but Pat, Lynn and the others told her they were having a good time. If she would sit and listen, she would too. She sat down and participated. Sometimes I find if I can't get through to a child, one of the other children might have more success.

July 10 - Today we went to the park. Miss McCreedy went with us. Joe fell in the creek. I'm glad Miss McCreedy was there. I would have hated to face her or any of the other teachers if we had been there alone with the children. I learned that Richard isn't the shy little boy I thought he was. Field trips let you see the "hidden side" of children. It's a good time to observe but impossible to keep an eye on everyone at the same time.

July 13 - It rained today and only six of our little darlings showed up. The lesson on planting seeds went pretty well but on a few occasions the little worm crawling around in the soil stole the show. How do you compete with a worm?

July 14 - We had to use the filmstrip "Airplanes" now because it had to go to the other schools. It's a shame. It's a good filmstrip but they'll forget it by the time we get to the airport.

July 15 - Mike acted up again and I told him I'd send him out of the room. He ran to his seat. He is really becoming a problem. I think he's just testing our authority.

July 16 - The trip to the farm was fun. I can see how the cow scared the kids. It almost scared me! The farmer lady was very cooperative and told us to come back any time. I'll have to remember that. It's a good plan to take children of any level for a field trip.

July 17 - Jimmie is so cute. He makes the neatest faces. I think he'll be a real ladies man. He sat there during conversation telling Kim how pretty she was. I got a kick out of it.

Mary Ann devours her crackers like a starving animal. I wonder if she gets enough to eat.

July 20 - Today was Elmo's day. He turned off the projector when they misbehaved. That quieted them down.

July 21 - Jim brought the bees in. I wish he would have stayed and explained it to them. They just observed the hive. I liked the way Nancy handled the lesson on making gingerbread men. She always makes complicated directions seem so easy. I felt sorry for her with all those visitors there during conversation.

Pat's mother was here for a meeting and he wouldn't stop crying. I think she should give him more responsibilities at home.

July 22 - Today was my day. I found a good book published by the National Aviation Education Council. It had large pictures concerning planes and the airport. A list of questions for teachers was given. These questions were to help develop concepts. Maybe they would have, but I'll never know. The Psychologists came in right in the middle. Darn! Singing was like chaos. I had to stop. I read Ask Mr. Bear at storytime. Somehow my I Want To Be A Pilot was mislaid. Instead of landing their paper planes on the runway when the color of their plane was called, some of the boys decided they'd rather fly theirs in the air. They seem to think of everything.

July 23 - The airport trip was frustrating. When we arrived we had to wait outside. The children became very restless while we waited for the man. When he did come, he said there was no plane that would land or take off when we were there. He led us through the weather station - in one door and out the other. At least he could have explained something to us. We went to the bus so we could go over to the hangar. As we boarded we heard an airplane above - it had just taken off. I thought he said there wouldn't be any for us to watch! It was a big one too. He also said we couldn't go inside a plane. None were available at the time. Yesterday they went into private planes but we couldn't do it today. There were quite a few over there too. We watched a few take off. The man didn't explain anything to the children. We watched a man fill a gas tank in a plane. We went home. The children seemed bored and hot by that time.

July 24 - The fact that this was the last day didn't seem to faze too many children. Maybe they just didn't realize they wouldn't be coming back. Mike came up to me and said, "I'll see you Monday." I told him he wouldn't. He looked confused and said, "No?" I said, "No." (as I blinked back the tears) and he hugged me. I have always loved him best even if he was a little devil sometimes. He sure is a cute one!

June 29 - Before school began, I was a little afraid of everything; however, when I arrived at school there were too many arrangements to be taken care of to have butterflies. The children began to arrive and I thought each one of them were darling. The most rewarding and outstanding incident in my day was when John, a tiny, adorable Puerto Rican boy, came up to me and said, "We had a party" after having milk and crackers. These were John's first and only words to anyone today. It was just thrilling and at the moment I could have taken him home with me.

Basically, the children were much more responsive and had more experience behind them than I thought they would.

My story, "The House that Jack Built," seemed to be a bit too long, for Mabel, Ernest and some others played with the visual aid at hand rather than listening. It seems to me I should have been more strict concerning the discipline.

June 30 - Today everything seemed to go wrong. The children are having difficulty in getting adjusted to the fact that they can only play at a certain time. Many times, you think a particular subject will really keep their attention, but you find that it only lasts a couple of minutes. At this point, some wander which immediately interrupts the train of teaching and classroom.

Mrs. Kiefer said my music time was good, but I was a little skeptical as to its success. The children could not comprehend the concept of galloping in a circle; consequently there seemed to be children all over the place. Mrs. Kiefer assisted then, so the Yankee Doodle singing game was a success. I do not know about the children, but I certainly enjoyed the rest period immediately following. I believe the children also were thankful for it, because Mrs. Kiefer and Dr. Gutekunst commented favorably on that aspect.

When we had outdoor activities, we tried the Farmer in the Dell which turned out to be pretty good, but the children will not stay in a circle. We had difficulties when playing Follow the Leader for the children could not follow in back of someone, so it seemed to end in mass confusion. At this time, we tried to get across the idea that everyone would have a chance to ride the tricycles, scooters etc. However, everyone wanted them and there was a continued interest by some in the equipment; consequently, they would start to go for them which completely interrupted the games. This sort of thing was happening all day.

All I can say is I hope the children are getting something out of the things we are doing.

July 1 - Today I feel went much better. First, the children seem to accept the idea to stay with the group better than before. There were only a few today who insisted upon going to the play area, but they complied to what we told them. Secondly, I feel particularly happy about my art activity for the children. I had the children drop paint on their paper using 2 colors each, then folding their paper together. Of course, they were magic and produced very pretty designs. When Mrs. Kiefer asked Ernest what his was he told her it was a butterfly, which was by the way his own decision. Even Vashti, who was new in our group, enjoyed herself and was proud of her work. Tomorrow, I will put their work up, so they can see it. I was particularly surprised with the success of it because usually Ernest and Ramon are ones who always want to wander off to play, but I did not lose any of them; however, Ramon was not listening sometimes. The overall feeling was the children were happy and proud of their work and I felt so good to have it run so smoothly - after all, yesterday seemed to be such a fiasco.

July 2 - Today seemed to be a little disordered. My children took much longer than the other two groups in making the flag. We just had time to put the stripes and fields on the paper, but did not put any stars in the field.

I put up the art papers the children did yesterday and they seemed quite pleased.

Mrs. Kiefer liked my science lesson which lasted almost thirty minutes. The children were good except in the last five minutes when the usual few went astray. The science was to introduce things on our browse table. However, since we were having trouble keeping their attention, I decided to get more things at home plus those on our browse table and keep everything in a big shopping bag. I called it my surprise bag and made it mysterious. I gathered feathers, different stones - rough, smooth, small, big; different leaves - big, small, evergreen, regular; pine cones in different shapes; walnuts in various sizes, textures, smells; garlic for the smell, corn, cob, and husk; wheat, grass, etc. Actually it was an introduction to the senses.

July 3 - In viewing the progress of the children from Monday to Friday gives me a most wonderful feeling. The children seem to adjust to the routine of the classroom very well.

Today I took the art. In general, the children seemed to follow directions well and most of the pupils could use the scissors correctly. Also had a parade up the street today with our flags and hats. It was different and a lot of fun to do.

July 6 - Today the art lesson generally was good, but my individual group did not seem to understand exactly what they were to do. I had them fold a piece of paper into fours and then color each block with a different color. The intention was to color so as not to leave any white spaces and also to stay within the general area of that one block. My children did not really understand, so I had to fold the paper only exposing one block and color that one, then moving on in that manner.

July 7 - Today was rather depressing. You think the children know the numbers 1, 2, 3, and colors red, blue, and yellow, but they really do not.

July 8 - My art lesson seemed to go over quite well today. The children experimented a little with the finger paints. Most of them engaged in this activity very freely using their fingers, hands, wrists, elbows, etc.

July 9 - Today I used clay as my media in art. I took some of the clay home with me, so I would have the feel of it and have many shapes in mind to show to the children, but when I started the presentation the children were so anxious to do it themselves I had to shorten the introduction.

July 10 - Today was such an exciting day for the children - we went to the park. While at the park, we saw Lady Bugs, ducks, ducklings, and swans. The students were quite sympathetic to the fact that a little duckling was found dead in the water. I think they became a little scared when Mrs. Kiefer told the children he died because he did not take a bath, did not eat the right things, and did not brush his teeth. We were constantly feeding the ducks with our crackers which happened to be our lunch; however, one boy, Carmelo, decided he would rather eat it himself. We also devised our own cooling system at the park for our milk and that was a nice cool running creek.

July 13 - I was quite happy today because my science lesson on the chicken was successful. Surprisingly enough the children remained interested for close to 45 minutes even though I was giving them a lot of new information. I believe most of the children enjoyed the last part the most when they could actually touch and feel a live chicken. In fact, our Donna wanted to take it home with her.

July 14 - The children made the favors for the meeting on Thursday. The flowers turned out quite good and I know the children enjoyed making them for they immediately wanted to take them home with them.

July 15 - Today I talked to Ramon's mother since I have so much difficulty getting concepts across to him because of his language barrier. I thought possibly if his family could speak more English at home there would be two contacts with the language and consequently help him greatly. However, I was hit with the bare fact that she could understand only a little of what I was saying and speak English even less. I finally got an interpreter. Mrs. Rosado said she would try to speak the language a little more because she wanted to help Ramon; however, how much of this will be carried out I do not know.

Ernest is another problem in that he repeats everything I say and in general talks all the time. Moreover, his conversations do not always deal with the immediate subject. It is good if he talks granted, but he always interrupts the class which breaks the train of thought. It is getting to the point where I say "yes" and disregard what he is saying. I believe I have to just tell Ernest he should listen and if that does not work be a little firmer with him.

July 16 - Today was our day at the farm. Traveling to the farm children noted farmers, corn, cows, and horses. The first place to visit on the farm was the cow stable. When the children heard the cow "moo," I believe they stopped in their tracks. After that initial shock, some ran for the outside, some for the bus, and some seemed paralyzed. I fed the cow hay, mash, and corn and some of our children watched while others went on to the pig sty. Other animals seen were rabbits, cat, dog, chickens, pigeons, and ducks. We then took a walk down the road to the fields of corn, potatoes, oats, and wheat. Miss Diefenderfer gave us stalks of corn, potatoes, and a shock of wheat to take back to the classroom. After leaving the farm, the driver stopped at a field where horses were grazing and then when a pony was in a ravine. The pony came up to the bus and stayed there while he was being fed. Leaving those sights behind we journeyed back to school singing songs we had learned.

July 17 - Today I reviewed all the farm animals we saw and went over some that we did not see. I went over products from animals and showed them visual aids to reinforce it in their minds. Generally, the children seemed to enjoy the lesson, but they were restless throughout the day making for a difficult time in keeping their attention.

July 20 - Today I taught music and concept time. During the "Good Morning" time the children seemed quite receptive to the two new songs "Who Will Ride the Bus with Me" and "When the Train Comes Along." We learned the songs and then made a train and went around the room. Concept time which deals with colors and numbers always seems to be so frustrating. The children generally do not know their colors or numbers very well. Sometimes it seems as if they might know it, then you realize that that was not true at all.

In concepts, I had all different colored airplanes in a large size, small size, and culminated with jets. I used the bulletin board as a background for the airplane hangar, sky, and sun. First, we discussed the hangar and what its job was. I asked the children the different colors of the airplane and had them put them in the sky or on the ground. After this, we counted them in various ways then used two sizes and asked them which was the small one, large, big and little.

July 21 - Today in concepts I reviewed colors, sizes, and brought in the jets to teach same and different. To do this, I would select three airplanes of the same size and color and a jet. The children seemed to understand this well, so I continued with details on the airplanes to test for discrimination. I had three airplanes of the same size and color; however, one airplane might have a wing or tail missing or might have two or three propellers instead of one. The only one which gave them trouble was the multiple propellers. Generally, the children had very little trouble with sizes, and visual discrimination in same and different, but had much difficulty with discriminating colors. Also, as a variation in counting, I told the children it was going to rain, so we must put our airplanes in the hangar. We counted the clouds in the sky, raindrops, and the number of airplanes put away in the hangar.

July 22 - In music, we learned a new song, "Head, Shoulders, Knees, and Toes." After singing this and acting it out, we sang our two other new songs and acted out the airplanes and train again. During concepts, I made a train having different sizes and shapes. I did the same as with the airplanes except in a different manner.

July 23 - The children were fascinated by the airplanes at the airport today. A guide took us through the airport lobby etc. to the hangar and to some private airplanes; however, the children were not allowed to board. Some interesting sights were seeing planes land and take off and the actual fueling of an airplane.

July 24 - The last day of school was met with mixed emotions - sad and happy. The children seemed quite happy, but the teachers were a little sad in knowing that their first pupils were leaving and it would be quite unlikely that they would see them again.

June 29 - I experienced discouragement when I tried to get Rebecca involved in activities. During our drawing session I suggested a few things that she could draw but I failed to get her to participate. However, I did feel much better when I managed to get silent Edmund interested in peg board.

The children were better behaved than I had expected. I was very surprised that they were so attentive while I read a story to them.

Carol seemed to be the biggest problem we teachers had today. She persistently took every opportunity to wander away from the group in the classroom and on the playground.

The first day seemed to go more smoothly than I had expected. The reason for this may be that I had prepared myself for the worst. Since I have never had experience in teaching in a classroom, I was very nervous and I lacked the confidence needed by a teacher. At the conclusion of the first day of teaching I had gained more confidence than I could have acquired outside of the classroom.

June 30 - Today I tried to get Rebecca interested in playing ball on the playground for that was the only activity she seemed to enjoy yesterday. My attempts were met with a flood of tears. This astonished me for I thought I had been as gentle with her as I could be. When she continued crying, I simply ignored her and I found this was the solution to the problem. As the days progressed, I found out that Rebecca cried frequently.

The children became too interested in the toys and it was like pulling teeth to get them to participate in the activities that had been planned. However, I was very pleased with Edmund since he played more easily with the other children and he could find things to play with on his own.

Today we introduced the pledge of allegiance to the flag. As we teachers recited it the children tried to say it with us although they only succeeded in imitating sounds. This experience helped me realize how eager the young child is to learn.

July 1 - Today I was glad when 12:00 o'clock noon had finally come. It was obvious that the children were "loosening up" and becoming more at home in the classroom. It seemed that they did all they could to try our patience.

Brian's complete reversal of behavior stunned and frustrated me. On Monday and Tuesday he appeared to be a very shy child for he seldom talked to the teachers or to the children. Then came the surprise! He refused to do what the teachers told him and created quite a disturbance throughout the entire day.

All the children in the class worked with clay for the first time at school. Many appeared to have never played with clay at all. I expected that when I had placed the clay in front of each child that their little hands would immediately pull and push and pound but the children simply sat there and looked at it. I discovered that the only way to get the children started was for me to demonstrate with the clay. Shortly after they had seen me rolling it into a ball, they began manipulating the clay in front of them. The experience with this media proved to be beneficial for the class. I told them to be real careful not to lose any pieces because they could take the clay home with them on the last day of school. The most frequent question for the following days became, "Are we taking our clay home today?"

July 2 - Today was really a trial for us teachers. There was a parent meeting in the kindergarten room so we took the children outside on the playground. Several of the children became more interested in going inside to their parents than they were in "Ring Around the Rosy" and easel painting. To further complicate matters a dog that belonged to one of the children had come to school and scared the other children.

Later in the day the children watched filmstrips but not for very long. This surprised me for the children had been anxious to watch them. There were a few who did sit still during the two filmstrips.

It was during the filmstrips that Rebecca started talking to me. I didn't stop her because it was a "miracle" that she was talking. During our conversation she told me that she had a necklace just like mine and that she had lots of jewelry but her mother keeps it. This led me to believe that Rebecca doesn't have jewelry but would like to have some. I then thought of the day that Rebecca had cried on the playground. I had offered to hold the two pieces of jewelry that she had found in the play corner of the classroom so that she could play with the ball. I believe that she was afraid of losing them and therefore, began to cry. This was quite an experience for me because I came to realize how sensitive young children can be and how important it is for a teacher to be as understanding as possible.

July 3 - I think that I have learned what the teacher's worst enemy is. TIME! It seems that each day is shorter than the day before and there are so many things that were planned but weren't "squeezed" into the day. This problem had begun to bother me until I had thought about it from a different view: the children attend our class for only three hours a day and we manage to get a lot of work accomplished in that time.

I feel that each day I learn new and interesting things about children. Today I was amazed at the eager participation of the children as they marched to a record while they wore their paper hats. They particularly enjoyed the "Tiptoe March," as they paraded around the room as quietly as possible.

July 6 - Today I was pleased with the results of our first finger painting lesson. The children in my group were fascinated with the experience of being a "real artist" and using a sandwich bag "palette."

When Mr. Schmoyer showed his opossum to the class and fed it the children were exceptionally attentive. They seem to have a natural interest in animals for this was their reaction to the fish and the turtles.

July 7 - Today our school and the Marvine School had a field trip to Saucon Park. Before we had left I was worried about watching the children and caring for their safety. Later I learned that this wasn't as much of a problem as I had expected but I did have a difficult time keeping track of the five members in my group. It seemed that each child was interested in a different playground toy, each located at a different corner of the playground. As soon as I would locate two "missing" children, the other three would be gone from sight. For this reason I feel that I got more exercise at the park than the children did.

July 8 - Today I found out how much a sunny day means to a teacher. It rained and I think the children were in cloudy moods. Many of them asked when we were going outside to play; this is a good sign that young children can adjust themselves rapidly to an organized situation.

Edmund looked as if he were going to cry any minute so I asked him if he would like to sit down and rest for a while. I believe a cold had been bothering him. It seems as I teach each day I become better able to detect the needs of the children almost as if I am developing another sense.

July 9 - The children enjoyed playing "Little Sally Water" today. I feel that by using the record to teach it the children played it more freely.

July 10 - I have found that working with my group of five children has taught me many things. The experience of teaching children of different abilities was helpful to me; I learned which children had need of extra help and which children should be given opportunity to work independently. Today, for example, two of my children were able to make their paper mosaic design with no help, while the others needed varying degrees of assistance. One need of all the children is recognition and acceptance of their work. After I had placed Vicki's design on display, the other children asked me to display their work when it was finished.

July 13 - The new bulletin board display attracted the attention of the children as they came to school this morning. The display's purpose was the preparation of the children for a field trip to a farm. The box of eggs, the milk carton, and the loaf of bread caught their eyes and they spent much time during the day looking at them. When I had conceived the idea I was very doubtful of its success but I felt it was worth trying. This is another aspect of teaching that I have learned about; teaching itself is experimental in that you try one idea and if it doesn't work there is nothing lost for you can try another.

During music time I taught "Old MacDonald" with the use of a record and I found that the children were depending too much on the record. Before I asked them to sing it again I told them "to sing so loud that I wouldn't be able to hear the record play." This time I could hear them sing and I noticed that they all were singing. At times when their singing became weak I would cup my hand at my ear and they responded with better singing.

July 14 - Today when I told "Peter Rabbit" with a flannel board, the children were well behaved and attentive. I enjoyed telling the story as much as the children enjoyed listening to it. It pleased me even more when William said, "Sing us another story."

I found out that Joseph, our six-year-old who cries frequently can be reprimanded through explanation rather than scolding and he doesn't become so upset. I feel I have made the first step today in becoming his friend.

July 15 - The reactions of the children at the farm pleased me very much. I feel that they gained much more there than they did at the park. Perhaps the field trip to the park was appropriate for the first trip of these children. If I have an opportunity to take such a group of children on a field trip to a farm in the future I will not pass it by.

July 16 - Today I found that most of the children liked finger plays and these games are helpful in quieting a restless class.

During the activity period the children were asked to draw pictures of things that they had seen on the farm yesterday. This proved to be fun for the children. After each child had finished his picture one of the teachers would write the story the child told, at the bottom. The children were eager to show what they had drawn

and the teachers were able to see what had impressed the children at the farm. Tommy had drawn the lady that showed us around the farm; Gary drew the cornfield; John drew a tractor in a garage and a chicken in a barn; and Brian's picture was of a tractor with six wheels and six people driving it.

July 17 - The children were very attentive when the teachers (Mrs. Katchur, Miss Bittner, Mr. Schmoyer, and myself), presented a puppet show of "Goldilocks and the Three Bears." Afterwards, four of the children were chosen to present the story again with the puppets. We hadn't time to give each child a chance but this experience, I believe, was valuable to both the children that participated and those who observed.

Miss McCreedy suggested that I hang the paper airplanes lower so that the children could touch them. This I did and I feel it had a good effect upon the children. After seeing these airplanes the children were more anxious to make their own plane.

July 20 - The children listened more attentively to the record, "The Airplane That Wouldn't Fly," than they had listened to any other. I feel that this was partly due to the fact that Mrs. Katchur told them that she was going to ask them a question about the story after it was over and those who could answer it would be winners. They all tried real hard to be winners.

While the children were outside on the playground, I placed name tags on the chairs. When the children came in they were very eager to find the chair that had their name on it. There were only a few that were able to find the proper chairs but they all had fun looking for their name. I expected John to find his with little trouble for he had been copying his name for me a few days ago. The fact that he didn't actually proved what I had learned in psychology classes and which was the need of repetition and reinforcement for learning.

Today again the children demonstrated enjoyment of physical activity when they were given a jingle clog to shake in time with their body movements. They skipped, ran, and marched as they shook their jingle clogs.

Most of the children have begun to enjoy expressing themselves and they frequently ask to do finger plays and sing new songs that they have learned. It is a pleasing and rewarding experience to see more children participating in conversation time and in show and tell.

July 21 - Today we took our class to the airport where we waited for over a half hour for a plane which had canceled its flight. The children did not have the same amount of patience that the teachers had. They became quite restless until a small plane happened to come in. They were fascinated when the plane taxied to the spot below us. Later the class was permitted to go into several small planes; this was a thrill for all of the students. However, they were disappointed when they were told they weren't going for a ride. I feel that the children's excitement was more than compensation for the teachers' fatigue from their earlier wait. It was also surprising when Miriam, who seldom speaks, said, "I don't want to ride in an airplane." She spoke considerable more today to both the teachers and the other children. It is interesting as a teacher to observe the change that occurred in Miriam since she returned from a week of vacationing and absence from school.

July 22 - It was pleasing to watch the children as the psychologists tested them in the classroom this morning. Although they had to sit still for some time they didn't become restless. They responded well for the psychologists.

July 23 - Today was the day I would teach all day and although I had to alter my schedule a bit, the day went better than I had expected. The theme for the day was the family and the home. I was pleased with the students' reaction to the paper family I had made for the bulletin board and to the doll house I had brought to show them. After I had named the rooms of the house, I played a game with them in which they had to guess which room I had placed the miniature toy mother. During the game I emphasized that I would call on someone who had their hand raised and that I didn't want anyone to call the answer out if I hadn't chosen them. They were anxious to answer but I finally got them to obey my orders. For music time I taught the song, "Sleep, Baby, Sleep." I explained to the children that it was a lullaby that was sung to put a baby to sleep. After the children knew the words fairly well, I brought out a pink plush doll for the children to rock as we sang the song a few more times. As some of the children took turns rocking the "baby," the others pretended they were rocking an imaginary baby. I was very pleased when I heard Gary singing "Sleep, Baby, Sleep," as he waited in line to go outside to play. The final part of the day was spent in story time during which I told the story, "Ask Mr. Bear" with the use of a flannel board.

July 24 - Today I had a mild taste of what most teachers must experience when the last day of school comes. I hadn't realized how fond one can get of children in a short time. I have seen varying degrees of change in the children but I strongly feel that each child has definitely benefited from school attendance. However, four weeks is not sufficient time in which to do a good job of teaching and guiding these children.

The children made their own puppets out of paper bags to dramatize the story, "The Three Little Pigs." Both the construction and utilization of the puppets are well-worth experiences for any child of this age. These activities could easily be adapted to any level of the elementary school and could be used as an introduction to making more elaborate puppets.

Concluding Statement: As I now look back on the four weeks of teaching that have gone so rapidly, I realize this experience is the most valuable that I have had in my preparation for teaching. Although I have wanted to teach since I was in elementary school, I never had any intentions of teaching very young children. I actually had fear that I would not like teaching these pre-school children but I thought it would be a help to me when I would start teaching in the intermediate grades. However, the program did more than help me, it actually changed my mind and I now would enjoy teaching very young children.

During these four weeks I have learned many things about teaching. Perhaps the most important thing a teacher needs is patience, but it is often rewarded as on the day that Gary finally finishes his milk before he bends his straw. Another day Carol learns to cut the parts of the gingerbread man to prove that she is capable of following directions.

A teacher must also learn when to scold, comfort, or punish. Sometimes the punishment hurts the teacher more than the child but when Brian comes to school the day after you have punished him and throws his arms around you and says, "Good morning, Miss Remaley," you realize that he needed such punishment.

Through this teaching experience I have gained a better idea of what a four to five-year-old actually remembers. It is pleasing to hear John say at the airport, "There is the hangar," the day after you had explained what a hangar was. Several days in succession Joseph tells you that he still remembers the "Wait for the Bus" song.

Another realization I have gained from this program is the amount of influence that I have as a teacher. During rest period instead of telling Joseph to be quiet, I raised my finger to my mouth and he understood what I meant. Before long I find that comical Joseph had added my finger-raising to his bag of tricks and had made it a part of his regular behavior.

The knowledge and confidence that I have gained in the area of teaching will help me, I feel, in student teaching and in my beginning as a new teacher. I feel that this experience will have a great influence on my future life as a teacher but it will also live in my mind as a pleasant experience.

V. EVALUATION

1. BETHLEHEM SCHOOL DISTRICT REPORT
2. STUDENT TEACHER EVALUATION
3. NEWSPAPER ACCOUNTS

REPORT
on
PRE-SCHOOL ENVIRONMENTAL ENRICHMENT DEMONSTRATION

Summer, 1964

The Bethlehem Area Schools, in cooperation with Kutztown State College and the Department of Public Instruction, Commonwealth of Pennsylvania, conducted a four-week pre-kindergarten session from June 29 to July 24, 1964, preceded by a week of orientation and followed by a week of evaluation, in accordance with the design of the project "Preschool Environmental Enrichment Demonstration" submitted to the U.S. Office of Education on March 20, 1964.

Objectives of the demonstration were as follows:

1. To help counteract the effects of an experience-poor background.
2. To stimulate and encourage in the home a more positive attitude toward school and learning.
3. To provide a new field experience for pre-service education students which may encourage more of them to teach culturally deprived children.

ORGANIZATION

Six classes, enrolling 112 four- and five-year-old selected children, were located in four schools: three serving areas in which low-cost housing developments are located and one serving an area which is depressed because of anticipated re-development.

Three master teachers, selected on the basis of experience and willingness to work with culturally disadvantaged children, supervised classroom activities in two classes each. They were assisted by 22 student teachers from Kutztown State College, all post-juniors majoring in elementary education. The ratio of professionals to children was slightly better than one to five.

The demonstration program was coordinated by the assistant dean for academic affairs of the college and the directors of elementary education and of special services for the school district, with consultative service from the Department of Public Instruction.

SELECTION OF CHILDREN

Children were selected on the basis of chronological age, socio-economic status of family, and willingness of parents to cooperate.

The lists of children enrolled for kindergarten for the school year 1964-65 were reviewed by the principal, school nurse, and school psychologist assigned to the neighborhood school in each of the four selected geographical areas. This preliminary screening resulted in a selection of 168 children for possible inclusion in the program.

Home interviews were conducted by 28 volunteers of the Junior League of Bethlehem after an orientation and training meeting with the home-school visitors of the Bethlehem Area Schools and with leaders of the Negro and Puerto-Rican communities. During the home interviews the volunteers explained the program to parents, secured information re the family and the pre-kindergarten child, enlisted parent cooperation,

and arranged an appointment for determination of the child's eligibility by a school psychologist.

The eligibility screening process involved the administration of the Good-enough Draw-A-Man Test and the reproduction by the child of the circle (3-year level), square (5-year level), and diamond (7-year level) from the Binet scale. The psychologists, also, in the case of many children, had an opportunity to talk to parents.

Parents of children selected were notified by mail after a review of the child's performance on the psychological tests. The children represented a cross-section of their neighborhoods, with Negroes, Puerto-Ricans, and whites making up each class group.

PROGRAM

Prior to the opening day of the pre-kindergarten sessions, a week's orientation program was conducted for the 22 student teachers by the coordinator for Kutztown State College. The three master teachers, the directors of elementary education and of special services for the Bethlehem schools, the director for the Department of Public Instruction, and a consultant from the pilot study of the Dunbar Elementary School, Philadelphia, also participated. Orientation sessions were held both on the college campus and in the public schools designated as sites for the demonstration classes.

During the four-week program in the schools, the daily schedule followed a typical nursery school or kindergarten pattern. Each week had a central focus of concept and understanding development, with related experiences such as listening to stories; taking field trips; viewing film strips; using crayons, paste, and scissors; learning songs and nursery rhymes. The themes utilized were as follows: (1) orientation to school, (2) a city park, (3) the farm, and (4) the airport. Experiences were also provided in science (planting seeds, feeding and caring for pets) and in social amenities (sharing toys, playing together, using good manners at snack time). There was emphasis on oral language development and simple arithmetic concepts.

Parents' meetings were held weekly in each school. Topics developed at these sessions included (1) parental orientation to the pre-kindergarten program, (2) child behavior, (3) child health, and (4) parental responsibility for the child's preparation for kindergarten. Consultants, secured by the Junior League of Bethlehem, came from the staffs of the Visiting Nurse Association, the Lehigh Valley Guidance Clinic, the Northampton County Children's Aid Society, and the professional staff of the schools. Interpreters were used at school sites serving Spanish-speaking families.

Weekly meetings of student teachers were held under the direction of the coordinators and master teachers to discuss such topics as discipline, concept building, and the particular problems of culturally disadvantaged children.

A week of evaluation was conducted for the student teachers following the four-week school program. Students reviewed their activities and prepared a report of their personal experiences. They also submitted an anecdotal record of each child assigned to their direction. Recommendations for improvement of the program and for enrichment of their professional preparation were discussed. The significant results of their activities were prepared in booklet form.

EVALUATION

Effect of Program on Children - The report of the school psychologists is as follows:

97 were administered both pre-test and re-test
14 were in pre-testing session only
12 were in re-testing session only

For the 97* children tested on both occasions the following results were obtained:

<u>Test</u>	<u>Number of Children Showing</u>		
	<u>Gain</u>	<u>No Change</u>	<u>Loss</u>
Copying Designs	39	51	7
Draw-A-Man Test	61	17	19

On the basis of the Draw-A-Man test, a significantly high number of children have shown an increased readiness for entrance into kindergarten. Additional study and evaluation of these children will be done as they move through kindergarten and the primary grades.

The program coordinators strongly believe that the above statistical report does not reveal all the gains resulting from the demonstration project. Observation of the children in the classroom setting during the four weeks revealed that they

- had learned to work together
- had developed techniques for using art materials
- had become aware of the rights of other children
- had become less shy and fearful in the school situation
- were more ready to accept responsibility in classroom housekeeping
- were showing progress in ability to follow directions
- had improved in their use of oral language and had acquired some knowledge of the common cultural heritage of nursery rhymes and fairy tales
- had been exposed to many completely new experiences through both classroom activities and field trips

Effect of Program on School-Home Relationship - Response of parents to the weekly parents' meetings was gratifying, especially so because there was no contact person to work on this phase of the program during the four-weeks period. These group meetings frequently ran beyond their allotted time because of the desire of parents to discuss with other parents and the consultant specific problems relating to their own children.

*The variance in number of children tested before and after the four-weeks program is due to absence, late entry, and/or withdrawal from the program. Admission of a few late entries, without psychological screening, was permitted because the family was already known to school personnel.

A sampling of parents' opinions of the program, just as they wrote them, follow:

M. loves going to school. She isn't as shy around children as she used to be. M. is talking more to me now.

I think the daily varied activities have given my daughter wider interests and a desire to be more independent in doing things for herself.

Since kindergarten started, E. has notice things surrounding his every day life. Ask me more questions concerning what he sees. Also has learn to be away from me and home.

R. has learned to make an attempt to tie his shoes now. He was proud of the fact that one of his instructors had taught him how. I have noticed that when he is out playing he no longer runs in every few minutes with complaints.

I think it has made P. learn to do things more for himself and yet share with others. Its a very good idea to get the children started for kindergarten.

Effect of Program on Student Teachers - The coordinators for the public schools consider the program to have been of great value in orientating a group of prospective teachers to the background and needs of culturally disadvantaged children, in developing their acceptance of these children, and in cultivating a willingness on their part to accept teaching positions in schools situated similarly to those used in the demonstration.

The student teachers were unanimous in agreeing that this had been a valuable experience for them. A number of these students have enrolled in sociology courses and special education classes during the fall 1964 term in order to be better qualified to work with the culturally disadvantaged.

Samplings of student teachers' opinions follow:

As I now look back on the four weeks of student teaching that have gone so rapidly, I realize this experience is the most valuable that I have had in my preparation for teaching.

More than anything I respect the kindergarten teacher. I envy her ability to keep so many children in order, and I hope that one day I can do the same. I really enjoyed the course and have learned so many things. I know now that I am in the right profession.

It seems as I teach each day I become better able to detect the needs of the children almost as if I am developing another sense.

The actual experience of this program was so valuable to most of us because one cannot get anything like it from a book. I think more courses should be offered following this idea of experimenting in the classroom.

RECOMMENDATIONS

The following recommendations are submitted for consideration in the development of similar programs in the future.

1. That the cooperating institutions and/or agencies make an earlier commitment to the program, preferably no later than February 1, to permit more extensive testing and finer screening procedures.

2. That a person be added to the staff to serve as a contact person with parents in order to further school-parent relationships.

3. That a school nurse be added to provide health services to children during the program and to serve as a liaison person between the school and the home on matters pertaining to the children's health.

4. That the orientation of student teachers be concerned to a greater extent with the specific activities and materials to be used in the classroom and that a greater amount of preparation time be spent in the classroom to which the student is assigned.

5. That there be a master teacher assigned to each school unit.

6. That all professional personnel involved in the program participate in the week of orientation and in the week of evaluation.

7. That further study be made re the length of the pre-kindergarten program. Since the four-week program resulted in more benefits than anticipated, a longer period might yield even greater gains. To extend the number of weeks in the classroom would, however, pose problems of coordination with the length of the college summer session. Student teachers were vital to the demonstration program because through them it was possible to provide the individual attention so important to the success of the program. Public schools would be unable to finance a program with a ratio of one professional to five children.

Dr. Josef G. Gutekunst
Assistant Dean for Academic Affairs
Kutztown State College

Dr. Rebecca Stewart
Director of Elementary Education
Bethlehem Area Schools

Anna May Todd
Director of Special Services
Bethlehem Area Schools

Evaluation

(Responses supplied by 22 student teachers.)

I. The objective of our project was to provide an environmental enrichment program for pre-school children in an effort to improve their background and offer them an equal opportunity with other children. Do you feel that we accomplished our objective? (Not at all; partly; reasonably well; exceptionally well). Explain your answer and state the reasons for your decision.

Not at all -- 0

Partly -- 0

Reasonably well -- 7

Exceptionally well -- 15

Comments:

1. I feel we brought these children to a point where most of them are willing to work with a group.
2. The greatest opportunity they had was to have someone accept them for what they are - human beings with feelings and understandings.
3. Where parental interest lags - what is the answer?
4. A special program for Spanish speaking children to learn English should have been provided.
5. It seemed that the poorer the children were in the beginning, the more improvement they showed as time went on.
6. The children developed from being shy and frightened to a state of calm and openness during the program.
7. The social advances that most of the children made in this short period of four weeks are proof of the success of the program.
8. Perhaps they will not be able to remember all they were taught, but the songs we sang and the games we played helped to broaden the experiences of these children.
9. My own group did not show the gains on the test that I had hoped for, but they did gain where the need was greatest - socially and emotionally.
10. We did give these children environmental enrichment, but I feel it is impossible to give them an equal opportunity with other children.
11. Most of them learned to talk in a group situation and to listen when someone else was talking. This didn't happen all the time, but most of the children tried.
12. At the end of the four weeks I think the children genuinely liked school. (not just as a place to play but as a place where wonderful new things happen every day.
13. Because of the favorable proportion of teachers to pupils we were able to give to these children the few moments of attention, understanding and patience that many do not get at home and will certainly not get again in the crowded classrooms.
14. Another aspect in helping the children was in the use of the English language. I particularly noticed the leaps and bounds in this aspect for all of my children were Spanish speaking boys and girls.

II. A. List the greatest strengths of the project.

(Number in parentheses indicates the number of student teachers who tested this strength.)

1. Practicum meetings (10)
2. The fact that we could do our own planning. (5)
3. The field trips. (11)
4. The ratio of children to teachers so that we could give the children individual attention. (10)

5. The many materials available (14)
6. The cooperation of master teachers, supervisors, and student teachers. (16)
7. Keeping records of the children and ourselves. (2)
8. Having an experienced master teacher to guide us. (6)
9. The week of orientation and preparation. (4)
10. The cooperation of parents. (3)
11. The enthusiasm of the student teachers and the coordinators. (3)
12. The use of filmstrips to explain the background of the children. (1)
13. The opportunity it supplied for culturally disadvantaged children. (4)
14. The opportunity to learn about underprivileged children and how to work with them. (4)
15. The weekly meetings of parents. (3)
16. The availability of records to learn about the child and his background. (2)
17. The organization of the program by the personnel in the Bethlehem School District, Kutztown State College, and the Department of Public Instruction. (1)

II. B. List the greatest weaknesses of the project.

1. Orientation period should have been longer. (6)
2. The four week class period was too short to achieve full realization of goals. (10)
3. Student teachers should get an opportunity to meet parents. (7)
4. Greater foreign language fluency (Spanish) by the student teachers. (2)
5. Children playing on the playgrounds directly outside the classroom windows. (1)
6. Controversy and misunderstanding about the program by the general public. (2)
7. Two schools shared one master teacher. A master teacher should be assigned to each school. (5)
8. We were not organized as to what to teach and when to teach it. (1)
9. One master teacher should be assigned to each classroom. (2)
10. Not being fully aware of the living environment these children live in or the ability to understand the situation. (1)
11. Student teachers lack of experience or knowledge about the specifics of the age group. (3)
12. Divided authority because of many teachers in one room. (2)
13. During orientation week our master teacher failed to outline a program with a time schedule. (2)
14. Not having suggestions, instructions, and ideas mimeographed. This would have avoided the cry, "I didn't hear about it." (1)
15. The master teacher told us what we did wrong in front of the children. (1)
16. Too great a span of time between the end of the summer program and the beginning of school. (4)
17. The field trip to the airport was disappointing because they were not prepared for us and we received no guided information. (2)
18. Insufficient attention given to the program by the representative from the Department of Public Instruction. (1)
19. Disinterest among some of the parents. (1)
20. The practicums should have concentrated more on items of common interest. (1)
21. The parents lacked knowledge of the program. (1)
22. Number of children who were not screened and tested prior to the program. (1)
23. Distance some children had to walk to come to school. (1)

24. Some of the children did not appear to belong in a program of this type. (1)
25. I would have liked more criticism from the master teacher. (1)
26. We should have had an opportunity to observe an actual kindergarten class. (2)

III. If the program is repeated what changes would you suggest? (Please list.)

1. Extend the teaching period to six weeks. (13)
2. Spend more time with the master teacher in the classroom during the orientation week. (4)
3. Provide an opportunity to meet the parents at least twice during the program. (7)
4. Provide a field trip to a factory. (Freihofer's Bakery Plant.) (2)
5. Each student teacher should be given an opportunity to teach the entire class by herself for at least one day. (3)
6. Have each student teacher spend a day of observation in a kindergarten classroom prior to participating in the program. (4)
7. A master teacher should be provided for each classroom. (7)
8. A more complete report should be provided by the school psychologists. More extensive testing. (2)
9. More information should be provided about the living conditions and family life of the children. (3)
10. Have the classes in August rather than July. (7)
11. Have the classes in June rather than July. (1)
12. More specific directions about what to teach should be provided. (1)
13. Move playground activities away from the classrooms being used by the program. (1)
14. Student teachers working with Spanish speaking children should have fluency in the language. (1)
15. A visit to the neighborhood where the children live. (1)
16. Have a longer orientation period. (6)
17. The children should be more selectively screened so that it is made available only to the culturally disadvantaged. (2)
18. Have more observers in the classroom. (1)
19. Field trips should be better organized. (Reference to airport) (2)
20. More frequent visits from the State Education Department. (1)
21. Provisions for care of younger children during parents' meetings. (1)
22. Better initial preparation for the parents. (1)
23. Provide more outdoor playground toys so that each child may encounter new activities. (1)
24. The master teacher should conduct the first day's activities. (1)
25. Lesson plans for each day should be evaluated by the master teacher. (1)
26. Have the experts who talked to the parents (on nutrition, etc.) speak to us also so we can know what information the parents are receiving. (1)
27. Student teachers should be given an opportunity to discuss their personal evaluation with the master teacher. (1)

IV. Please explain the adequacy of your professional preparation in working with these children. What recommendations (if any) do you have?

1. Preparation was adequate. (10)
2. Courses which were especially helpful:
 - Children's Literature (5)
 - Social Studies for Elementary Teachers (3)
 - Child Psychology (5)
 - Art Methods (4)

- Music Methods (4)
- Mental Hygiene (2)
- Special Class Methods (2)
- Arts and Crafts for A typical Children (1)
- Observation in Laboratory School (4)
- 3. Previous experience in working with children was helpful. (3)
- 4. "I gained more in the past few weeks working in an actual classroom situation than I gained in many classes." (6)
- 5. A course in pre-school education would be helpful. (3)
- 6. The orientation week was very helpful. (2)
- 7. A sociology course related to the culturally disadvantaged would have been helpful. (6)
- 8. "I should have had more training in primary songs and games." (2)
- 9. The psychology course should have provided more information about the 4 and 5 year old. (1)
- 10. More experience in observation and participation should have been provided. (1)

V. Elementary majors of junior-senior year status were selected to participate. Would you change the selection procedure? Explain.

- No change suggested in selection procedure. (20)
- Children would benefit more by having experienced teachers. (1)
- An art major in each classroom would help. (1)

VI. What personal gains (if any) have you obtained from this program? Would you like to work with children who come from this type of environmental background?

- 1. "I've gained a true feeling for this child. This has truly been a very rewarding experience for me, and one which I shall remember for the rest of my life. Thanks for the opportunity."
- 2. "I found out that I enjoyed working with children of this age and background. A person can give these children so much, and if you succeed you have a great feeling of satisfaction."
- 3. "I have gained a better understanding of this age child and what he can or can not do. It was a very rewarding experience for me. If I were given children of this age I wouldn't turn down the situation, but the grade I think I would prefer is fourth grade."
- 4. "The teaching at times was rough, but the easy, funny remarks and the looks of satisfaction and pride made one overlook the trying times. All I can say is 'Thank you' to all involved."
- 5. "Before entering this program student teaching frightened me. I have gained much confidence in myself as a prospective teacher. I would like to work with children from similar socio-economic levels."
- 6. "The biggest gain was the practical experience. I had much personal satisfaction in knowing that, as a part of this program, I could help these children."
- 7. "Perhaps the biggest gain of all is the fact that the children liked me and they expressed it to me often. To win the respect of children makes me feel very good. I would enjoy working again with students of the type I have just worked with."
- 8. "I have learned that teaching entails much work and responsibility. I have also learned that no other work could be as satisfying and beneficial. My only hope is that I have taught the children at least a fraction of what I have learned from them."

9. "Most important I gained confidence in myself as a teacher. I know now that the past three years were worth it. I feel I would like to enter this field and teach the culturally disadvantaged."
10. "Having an opportunity to work with these children -- make their lives more enjoyable, develop concepts and learning experiences which will probably remain with them all their lives -- is a personal gain and satisfaction."
11. "I realize that teaching is a lot of work, but the satisfaction at the end of a successful day is very rewarding. My most important personal gain from this program was confidence in myself."
12. "I would be interested in teaching this type of children. Before starting in this program I had a special interest in the minority groups. This program increased my interest for I know this is one way in which I can help them."
13. "I have learned more about planning a day's activities, and how much must be planned to have a successful day . . . I entered this program to see how I would like to teach in areas like this after I graduate. The experience was very rewarding and I would like to teach this type of child."
14. "The program gave me an opportunity to judge myself and see where my weaknesses are as a teacher. Before the program was offered I strongly didn't want to teach below the fourth grade. However, after the first week in the classroom, I decided that I would enjoy teaching these young children and I feel I would be interested in working with underprivileged children."
15. "Personal Gains"
 1. Confidence
 2. Ability to plan
 3. Patience
 4. Understand the capabilities of children
 5. Learn to form my own opinions of children (I read reports, but I tried to keep an open mind.)
 6. Learned how to handle people tactfully.
 7. Learned how to discipline.
 8. Learned how to talk to children.
 9. Learned how to change plans because of a different teaching situation that just popped up from no where.
 10. Learned to be somewhat creative.
 11. Learned how to draw children out of their shells."
16. "It was a thrill for me everytime I saw a child's face light up with the glow of learning."
17. "I gained daily through seeing joy and surprise brought into their lives as they encountered new experiences. I now see the need of work in this area and would like to teach such classes."
18. "I realized how important kindergarten is and the many things that should be accomplished there. I learned that there is much planning involved, and if a lesson isn't carefully planned -- watch out!"
19. "I noticed that when I relaxed many problems were resolved and the children relaxed. Anxiety seems to communicate to the children and doesn't help matters."
20. "One needs patience, firmness and an understanding of these children. I enjoyed working with these children and would like another adventure with them."

21. "I have gained:
1. Much self confidence.
 2. An understanding of these peoples' way of life.
 3. Some knowledge of the children of this age level.
 4. A knowledge of primary songs, games, and art activities.
 5. A desire to work with this type child.
 6. A better knowledge in the use of materials of all kinds.
 7. A knowledge of the use of discipline."

- "I have lost:
1. The fear of student teaching.
 2. The fear of being observed."

22. "Can one write a feeling!
1. Confidence
 2. Patience
 3. Understanding of many situations.
 4. Love.
 5. More than worthwhile experiences.
 6. Happiness
 7. Satisfaction.

The seven wonders of my small world from June 29 - July 23."

1. I was a thrill for me whenever I saw a child's face light up with the glow of learning.

2. I gained daily through seeing joy and surprise brought into their lives as they encountered new experiences. I now see the need of work in this area and would like to teach such classes.
3. I realized how important observation is and the many things that should be accomplished there. I learned that there is much planning involved, and it is a lesson that is carefully planned -- watch out!
4. I noticed that when I relaxed my preconceptions were resolved and the children relaxed. Another seems to communicate to the children and doesn't help matters.
5. One needs patience, firmness and an understanding of these children. I enjoyed working with these children and would like another adventure with them."

City Pre-Kindergarten Program Termed Success By Director

A four-week program to prepare 116 pre-kindergarten children for success in school has been a success in the appraisal given by Dr. Rebecca W. Stewart, director of elementary education for the Bethlehem Area School District.

"We think we accomplished what we set out to do," Dr. Stewart said. She cited noticeable improvements in the children's social attitudes and familiarity with their surroundings.

The program, called the Cultural Environmental Achievement Project, was set up at the request of the Pennsylvania Department of Public Instruction, and was sponsored by Bethlehem Area Schools and Kutztown State College. It actually had a second purpose, in addition to teaching the children about the world, and preparing them for school—it provided an opportunity for 22 elementary education students at Kutztown State to practice their teaching skills. In the long range, it is believed, should prevent some school drop-outs.

Dr. Stewart pointed out another point of the program:

"It cost the taxpayers very little," she said.

Junior League Aids

Children who recently registered for kindergarten in the fall were observed by the school

psychologist. Parents of children selected were then interviewed by one of the 23 members of the Junior League who assisted in the selection process.

The children were selected on the basis of their probable future difficulties in school, because of a lack of familiarity with environmental and cultural skills other children have.

"A child has to have a certain amount of oral language facility in order to do the things society expects him to do," Dr. Stewart said. She used as an example nursery rhymes.

If a child is raised in a home where the native language is not English, he will not be aware of the tale of Little Red Riding Hood, as an example.

Even though the child may be equally as intelligent as another with a background that is different, he will encounter problems when he does not understand a teacher's explanation based on something which she is sure "everyone knows." **Learn By Example**

Thus, in later life, for example, an editorial cartoon showing an evil character dressed as a wolf, and an innocent character as Red Riding Hood, will have no meaning to him.

It was the purpose of the program to teach these children not all of whom had home disadvantages, about

what "everybody knows," to give them a cultural and environmental background so that they would start in an even basis with others.

"Four weeks is a very short time to change patterns of behavior," Dr. Stewart said. But she added, "In at least two-thirds of the children, there were changes that the testing could see." She cited the children's increased knowledge of the world around them and better social skills.

The children were taken on trips, to broaden their horizons. After being shown films of a farm, they were taken to a real one, and saw for themselves what they had been talking about. They also visited the airport and Saucon Park. **Follow-Up Planned**

The school officials will follow the course of the children through their next few years in school, to determine what success the project had. Although no control group was used, on the basis on past experiences with "culturally different" children, it would be expected that if the program had no effect, there will be many drop-outs and other school problems.

According to Dr. Stewart, the cost of the project was minimal. She said that the school district paid the \$400 salaries for each of the three master teachers in the program, and

donated use of the schools and kindergarten facilities. The only other cost was the use of a school bus three days a week for three weeks.

Crackers and milk for the children were donated by the Junior League. The 22 students from Kutztown, all of whom will be elementary education major seniors this Fall, paid the regular summer rate at the school, to participate in the program, for which they will each receive six extra credit hours.

Dr. Stewart said that the student teachers, as well as their pupils, benefited from the project. She said that often there are problems in hiring teachers who will be able to understand and adapt to their disadvantaged pupils. But after the experience gathered in the program, she said that most have a better idea of what actual teaching will be like.

Parents Cooperative

The parents of the children also cooperated in the project. "Very interested" was how Dr. Stewart described them. She said that weekly meetings were held for them, to help them prepare their children for school. Members of the Visiting Nurse Assn., the Guidance Clinic, and the Northampton County Children's Aid Society spoke on child care and education.

The project was chosen by the state board for this area because of an earlier one with similar goals, "Project Early", which also sought to prepare disadvantaged children for school. Similar programs as the current one were undertaken in three other areas in the state.

No plans have been made for the future, Dr. Stewart said. She added that a report and thorough study are now being prepared, and after that has been studied, plans will be considered to continue the program in future summers. Reactions of the Kutztown students and administration are also awaited.

Classes were held at Marvine, Packer, Rosemont, and Washington Schools.

Voice of the People

ON CHILD CARE

To the Editor:

In reference to pre-kindergarten kiddies in local experimental classes (July 14 issue):

I have read and reread this article carefully and I have a few questions in my mind that should be answered.

1. Who will pay for this "baby sitting service" if it eventually becomes a yearly project? Will the financial burden be placed upon the heavily burdened taxpayer once again?

2. Will the state, through our school system, eventually take complete control over our children? It sounds ridiculous, I know — but so did Castro when he experimented with Government controlled nursery schools!

3. Where does the responsibility of guiding and training our children belong — in the home, or in school?

As a parent, I feel it is the God-given duty — it is the moral obligation of every mother and father to take full responsibility in training and guiding their children. A four and five-year-old child belongs in the home, under parental supervision. Perhaps it would be wise to remember, God gave children to parents, not to nursemaids, baby sitters, and now schools.

May I quote from the Bible one simple line:

"Those whom Thou has given me I have guarded" (John 17:12).

Sincerely
A Mother

WEDNESDAY, JULY 16, 1964

KSC Students Participating In Pre-School Experiment

Twenty-two elementary education students of Kutztown State College are participating in a new and experimental pre-school enrichment program in July, it was announced today by Dr. Josef G. Gutekunst, assistant dean of academic affairs, who is serving as coordinator.

The program is being conducted in the school district of Bethlehem, and coincides with the dates of the KSC's main summer session.

The purpose is to provide an easier transition between home and school, and a closer har-

mony between children and their environment by providing wise pre-school guidance and enrichment experiences, he said.

Other Associates

Associated with the Kutztown State College education department are Dr. Raymond Stine of the department of public instruction, Harrisburg; Dr. Rebecca Stewart, director of elementary education, and Anna May Todd, director of special services, both of the Bethlehem School District.

Cooperating as master teachers in the four schools being

utilized are Lucille Schrantz, Marvane school (45 pupils); Mary McCreedy, Packer school (18 pupils), and Rosemont school (18 pupils), and Mrs. Vernamae Kiefer, Washington school (39 pupils).

Having undergone a week of orientation training, the Kutztown student volunteers are contributing three hours per day of teaching over four five-day weeks, and will end their service with a one-week post-study and group review of program outcomes.

Expert Assistance

Working in teams, they are being aided and supervised by experts from the college and the Bethlehem School District.

Participants are: Karen Louise Bartman, Suzanne J. Remaly, Patricia Alicia Blaschak, Lenore Elaine Carlier, Dianne Kay Munsch, Allentown;

Barbara May Epp, Nancy I. Gerhart, Mary Patricia Gregory, Linda R. Spengler, Joann Patricia Mahoney, Bethlehem; Elizabeth Jane Mihalik, Miriam Patricia Rau, Center Valley; Adele Ruth Kreitz, Easton; Mary Jane Bittner, Germansville; Elmo L. Frey Jr., Nazareth; Virginia S. Katchur, Northampton; James Albert Schmoyer, Orefield; Karen Kathryn Kratzel, Palmerton; Judith A. Weidner, Pottstown; Nancy Jean Lounsbury, Westfield; Helen Louise Bedeck, Reading; and Joyce Audrey Becker, West Hamburg.

VI. APPENDIX

1. HOME INFORMATION INTERVIEW FORM
2. STUDENT TEACHER EVALUATION FORMS
3. PARENT'S MEETING ANNOUNCEMENT
4. FIELD TRIP APPROVAL

Bethlehem Area Schools
Bethlehem, Pennsylvania

Pre-Kindergarten Program
School _____

HOME INFORMATION INTERVIEW

Child _____
Last Name Middle Name First Name Name Used

Sex _____ Date of Birth _____ Place of Birth _____

Address _____ Phone _____

Father _____ Education _____

Mother _____ Maiden Name _____

Occupation outside home, if any _____

Hours employed outside home _____

Business Address _____ Business Phone _____

Are the father and mother living together? _____

Number of children in family? _____ Rank in family _____

How does the child get along with other children? _____

How does the child get along with adults? _____

What are the child's favorite activities? _____

What experience has the child had away from parents, and how does he act when left by parents? (Day Nursery, Sunday School, etc.) _____

Any other information or problems which parents think teacher should know? _____

Will child be available June 29 to July 24? _____

Has child been vaccinated? _____

Comments

Date

Interviewer

Commonwealth of Pennsylvania
KUTZTOWN STATE COLLEGE

PRE-SCHOOL ENRICHMENT PROGRAM

STUDENT TEACHER EVALUATION

Name of Student _____ Date _____
For Period June 29 to July 24

School District Bethlehem, Penna. No. of
absences _____

Building _____

Cooperative Teacher _____
(Signature)

Please indicate your evaluation of the student teacher for each of the categories listed below by checking one of the columns in accordance with the following rating scale: 1. - Unsatisfactory; 2. - Below Average; 3. - Average; 4. - Good; 5. - Outstanding.

I. Personality

	1	2	3	4	5
1. Physical Characteristics					
2. Emotional Stability					
3. Social Adjustment					
4. Professional Relationships					
5. Judgment					
6. Habits of Conduct					

II. Preparation

1. Professional Attitudes					
2. Technical Knowledge and Skill					
3. Subject Matter Scholarship					
4. Language Usage					
5. Dependability					
6. Appreciation and Ideals					

III. Technique

1. Planning and Organization					
2. Individualization					
3. Classroom Generalship					
4. Manipulation of Materials					
5. Ability to Compromise					

IV. Pupil Reaction

1. Enthusiasm					
2. Expression					
3. Habits of Thinking					
4. Habits of Conduct					
5. Attitudes					

V. Confidential Statement

A brief confidential statement from you regarding the student teacher's competence is essential. (Use the reverse side of this form.)

BETHLEHEM AREA SCHOOLS
Bethlehem, Pennsylvania

Dear Parents,

There will be a meeting of parents of children attending kindergarten at school on _____ at _____. The meeting will last about 45 minutes. We hope that you will be able to come.

Sincerely,

Appendix - 3

BETHLEHEM AREA SCHOOLS
Bethlehem, Pennsylvania

Date _____

Child's Name _____

I hereby grant permission for my child to participate in the walking trips and three bus trips scheduled between June 29 and July 24.

Parent's Signature

Appendix - 4